

The Modern Language Journal

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SELF-IMPROVEMENT AND INEXPENSIVE BOOKS FOR THE TEACHER OF GERMAN

(*Author's Summary.*—The teacher of small means and little time to spare will find a well-selected collection of good, short inexpensive books the greatest help in his work of self-improvement.)

SOMETIMES you can hear the remark in this country that for a teacher excessive knowledge is like excess baggage, which merely serves to weigh down and burden the traveler on his way. Of course the very reverse is the case. When the teacher really knows the subject, he is not shackled to a series of notes in a textbook, but he can teach with a freedom that is a joy both to him and to his class. To be sure, knowledge alone does not make a teacher. Nor does sympathy alone make one, nor a certificate to teach. But I am absolutely convinced that for a teacher knowledge of his subject is of primary importance. Methods of teaching might be excellent, but no matter how good the framework may be, if the concrete is not there, the framework is useless and we cannot build an edifice. No teacher has ever suffered from excess of knowledge, and a given teacher is a better teacher in proportion to his knowledge. And the knowledge he needs cannot finally be acquired in his years of study and preparation; such acquisition of knowledge is a continuous process, lasting through our entire professional life. It is absolutely necessary for every teacher, even if he has the best preparation for his profession, to work constantly on his self-improvement; if he gives up doing it, his intellectual death is sure, and he will immediately fall behind in his profession.

This demand for training and improving teachers in service is universal with all progressive teachers' associations and school boards. In New York City the Board of Education demands that all increments of salaries should be conditioned upon the individual's giving evidence of professional growth, and they demand that

public school teachers take something like sixty hours of work every two years, the first six to ten years after their appointment. If such definite work toward self-improvement is desirable for the teachers in New York City, who have to pass a special examination to prove their knowledge of German, it is even more desirable and necessary for the teachers in the smaller cities, where the demands for preparation are perhaps not so strictly enforced.

Laying down the principles of self-improvement is easy enough, and we all agree on them, but there are difficulties in their practical application. There seem to be three main difficulties: lack of energy, lack of time, and lack of money. All three are closely connected, but where there is a will there is a way. The teacher, if he has enough energy and vitality, will find the time and the money to work on his self-improvement.

Every teacher should lay out for himself in each school year a definite course of reading and study. This is the most important help to self-improvement, and it requires considerable persistence and intelligence on the part of the teacher. First of all, where do these hours of self-improvement fit into our schedule? Each individual has to decide that for himself. We all know it takes a great deal of intelligence and hard thinking in the planning of our lives in order to keep work, play, rest, and exercise in their proper relative proportion. Work when you work, play when you play, and do nothing when you rest! Professional self-improvement cannot be combined with rest or play, it is work and has to have its definite place in our schedule of work. So it means the setting aside of some definite hours each week. From October to May two or three hours a week are none too much; it is of great help if the teacher can find a few colleagues with whom he can meet and report and discuss the work done. In a large city, study groups might be formed and often a specialist on the subject taken up can be found who will conduct the work of such a group. The subject-matter of the study must be well defined and not too extensive, something different every school year and something in which the teacher is really interested.

Having decided about the time, the next step would be to secure the books. First of all the books must be in German and this is an absolute necessity. The teacher of German, even if he has a perfect command of the German language, needs continuous reading of German in order to keep up his knowledge of the language.

We hear so many mistakes in the classroom, that sometimes, when Friday evening comes, we almost believe ourselves that *Ich erinnere es* is correct and not *Ich erinnere mich daran!* Nothing is left for the teacher but to *read, read, read!* If we have plenty of opportunity to hear and speak good German, this reading would perhaps not be quite so necessary. But it is very difficult to find many people who speak excellent German in this country, and the teacher in a smaller city has little opportunity of associating with educated Germans. Of course the laundress, the cook, and the cobbler might be German, but I am afraid their German would be full of dialect peculiarities, and after these people have spent a few years in this country even that German will deteriorate into the beautiful mixture of languages known as German-American.

And last but not least, the teacher must own the necessary books, and should not borrow them from the library. There is no excuse whatever for a teacher nowadays for not owning the necessary books for his work. Never before have we had such a choice of good and inexpensive books, and the enclosed list contains some of the best ones.

How are the books to be studied? I should say first of all, read them thoroughly and do not hurry through. We are rather willing to accept hurry as a part of modern life. If hurry in our work of self-improvement becomes necessary, it has become so because there has been a direful lack of plan, or because tardiness and procrastination have spoiled the plan, or very likely because one has tried to crowd two or more things into the temporal space of one. Quality of work in self-improvement, not quantity, spells success, and we all know only too well that quality is destroyed by hurry.

There are a great many possibilities for such a course of study, and I venture to express the hope that the following suggestions and book lists may prove useful to the practical teacher. The following page contains a list of books, 24 in number, all of which can be procured for the sum of five dollars. There are four groups: German Language, History of German Literature, German Art, German Novels of the nineteenth century, books on four entirely different subjects to be taken up at different times; and these books are selected very definitely from the point of view of economy. Some people might think that selecting a list of books from the point of view of expense does not fall in with the highest ideals of our pro-

fession. That may be so, but it certainly falls in with the point of view of practical possibility. It could not be done at all with German books, if the last fifteen years in Germany had not proved that it was absolutely necessary to have small inexpensive books which the poor German student and the equally poor German teacher can afford to buy. These books, especially the little booklets of the *Deutschkundliche Bücherei*, were written for these new conditions in Germany, for people who have neither money to buy expensive volumes nor time to study them, very much the condition of the majority of our American teachers of German. The booklets are written by authorities on the subject, but in the very simplest way in order to be understood by the beginner and by the layman. It is almost unbelievable that they can be produced at the price. They range from 60 to 90 Pfennigs, in American money from 15 to 23 cents. They are well printed and nicely bound in heavy paper. They are small enough to be put into your pocket and light enough in weight to be read in bed. No doubt, a beautifully bound big volume looks much better on our bookshelves than these small modest pamphlets, but when the moment comes when such more expensive books can be bought, there are lists of recommendations to be found in almost all the booklets mentioned in our list. A small book which you can own and really read is worth a great deal more to you than a large expensive volume which you take out of the library for a few days.

I. HISTORY OF GERMAN LITERATURE

1. P. Fechter, *Deutsche Dichtung der Gegenwart, Versuch einer Übersicht* (1929) Philipp Reclam, Jr. Leipzig, Bound, 80 Pfennig.
2. O. Walzel, *Die Geistesströmungen des 19. Jahrhunderts* (1929) 80 Pfennig.
3. O. Walzel, *Deutsche Dichtung der Gegenwart* (1925) 80 Pfennig.
4. H. Röhl, *Deutsche Lyriker von Liliencron bis Werfel, Ein Hilfsbuch für höhere Schulen* (1929) 80 Pfennig.
5. H. Liesigk und W. Opperman, *Religiöse Lyrik der letzten Jahrzehnte* (1926) Quelle & Meyer, Leipzig, Religionskundliche Quellenbücherei. Paper cover, 60 Pfennig.
6. W. Stammler, *Das religiöse Drama im deutschen Mittelalter* (1925) 60 Pfennig.

II. THEODOR FONTANE, CONRAD FERDINAND MEYER

1. Fontane, *Mathilde Möhring* Roman, Insel-Bücherei, Leipzig, 90 Pfennig.
2. Fontane, *Die Poggendorfs* Roman, Insel-Bücherei, Leipzig, 90 Pfennig.
3. Fontane, *L'Adultera* Roman, Insel-Bücherei, Leipzig, 90 Pfennig.
4. Conrad Ferdinand Meyer, *Hutten's Letzte Tage* Insel-Bücherei, 90 Pfennig.
5. Conrad Ferdinand Meyer, *Gustav Adolfs Page* Insel-Bücherei, 90 Pfennig.
6. Conrad Ferdinand Meyer, *Das Amulett* Insel-Bücherei, 90 Pfennig.

III. GERMAN LANGUAGE

1. W. Golther, *Der Nibelungen Not und mittelhochdeutsche Grammatik* (1914) Sammlung Goeschen, bound, 1 mark, 80 Pfennig.
2. K. Bergmann, *Deutsche Wortkunde in Bildern aus der deutschen Kultur* (1927) 60 Pfennig.
3. W. Opperman, *Das Fremdgut der deutschen Sprache* (1927) 70 Pfennig.
4. F. Kluge, *Deutsche Namenkunde* (1930) 60 Pfennig.
5. F. Mentz, *Deutsche Ortsnamenkunde* (1927) 80 Pfennig.
6. G. Wenz, *Germanisch-Deutsche Sprachgeschichte bis zum Ausgang des Mittelalters* (1929) 60 Pfennig

IV. GERMAN ART

1. F. Knapp, *Die deutsche bildende Kunst der Vergangenheit* 70 Pfennig.
2. F. Knapp, *Die deutsche bildende Kunst der Romantik* 60 Pfennig.
3. F. Knapp, *Die deutsche bildende Kunst der Gegenwart* 80 Pfennig.
4. F. Knapp, *Die deutsche bildende Kunst bis zum Ausgang des 18. Jahrhunderts im Bilde* (1925) 80 Pfennig.
5. F. Knapp, *Die deutsche bildende Kunst der Romantik im Bilde* (1925) 80 Pfennig.
6. F. Knapp, *Die deutsche bildende Kunst der Gegenwart in Bilde* (1926) 80 Pfennig.

All books, unless mentioned otherwise, are published by Quelle & Meyer, Leipzig, in the series, *Deutschkundliche Bücherei*, paper covered, 15c to 25c each. They can be imported very reasonably

through G. E. Stechert & Co., 33 East Tenth Street, New York City, or other importers.

I. HISTORY OF LITERATURE

It is extremely difficult for a foreigner to know and understand the German literature of our own time; few libraries here buy many of the new books, and few teachers can afford to spend their hard earned salary on books they know nothing about. Therefore guidance and suggestions of people who are well acquainted with modern literature are a great help, a necessity really. Perhaps the most interesting numbers in this group are the two contributions of Oskar Walzel. He is professor of German Literature at the University of Bonn and one of the leading men in that field. In *Die Geistesströmungen des 19. Jahrhunderts* and its continuation *Deutsche Dichtung der Gegenwart* he tries to give us a clear impression of the development of German literature from the point of view of philosophy and history of civilization (*geistesgeschichtliche Entwicklung*). I should like to add to this group another booklet, published by the famous House of Reclam. For many years Reclam published German classics, and most of us remember the small pink booklets for 20 Pfennigs. Recently Reclam improved their printing and published also modern novels; a list of such modern novels can be found in the back of the booklet of Fechter: *Deutsche Dichtung der Gegenwart*. Fechter gives an outline of the latest development of German literature, and his booklet seems to have succeeded better than almost any other treatise on the small scale of 60 pages in systematizing and clarifying the bewildering mass of production of the last thirty years. As complementary volumes the two selections of modern lyrical poetry can be recommended highly.

Last summer's performance of the Passion Play in Oberammergau has given all of us a new interest in the religious drama of the Middle Ages, so I added to this group the booklet of Stammler: *Das religiöse Drama im deutschen Mittelalter*. The religious plays were performed in the Middle Ages not by professional actors but by laymen in all walks of life and within the last twenty years there has been in Germany a decided revival of the old *Laienspiel*, stimulated by the Youth Movement and the *Wandervögel*. These boys and girls travel through the country acting out-of-doors or in churches or barns, or whatever place they can find the old simple Christmas plays, Easter plays, and other plays corresponding to the English

miracle and mystery plays. Such old Christmas plays are especially suitable for our German Clubs in school and college. They are simple and need almost no stage decorations and are much more effective and interesting than the rather stupid little modern comedies of the style of *Einer muss heiraten*. In the new book of E. M. Fleissner, *Deutschland Gestern und Heute*, (Crofts) can be found such an old play, very simple and charming, which had been arranged by the editors for use in this country.

Stammler at the end of his little book speaks very beautifully of this modern revival. In the sixteenth and seventeenth centuries, when the reformation had spread over most of Germany, these old plays were pushed to the background more and more, but he says:

Heute, wo wir in der spiralförmigen Entwicklung der Menschheit gerade über dem Punkte des Hochmittelalters angelangt zu sein scheinen, ist es bezeichnend, dass diese geistlichen Spiele in verstärktem Masse wieder in Aufnahme gelangen; nicht als Modesache, sondern—nach der Periode des Positivismus, die wir hinter uns haben—aus einem neuerwachten Hang zum Religiösen, aus einer Sehnsucht zum Glauben, dass über all den Konfessionen doch etwas Höheres schwebt, welches die trennenden Schranken der Bekenntnisse niederreisst und Menzch zu Menschen sprechen lässt,—aus Heimweh zum Göttlichen in uns allen.

II. THEODOR FONTANE, CONRAD FERDINAND MEYER

It is a very valuable plan for one winter to study one German author. Of course if the teacher is not sufficiently acquainted with the works of Goethe and Schiller, and the great dramatists of the nineteenth century, Kleist, Grillparzer, and Hebbel, the first task would be to do thorough work connected with those authors, but it is to be hoped that in future nobody will be allowed to teach German who has not enough knowledge of those fundamentals of German literature. The two writers selected for this group belong to the second half of the nineteenth century. Theodor Fontane (1819–1898) is one of the best and most interesting realists in the last decades of the nineteenth century. Six of his novels have recently been published by the *Inselbücherei*. These are charming little volumes, nicely bound and well printed at the price of 90 Pfennigs, about 23 cents. All of Fontane's novels deal with contemporary life and his most striking characteristics are his knowledge and understanding of modern people. He is perhaps the best recorder of German life at the end of the nineteenth century, but his stories are more than records of his time; they deal with human

nature and human experiences which are independent of time and place and will always be interesting.

Conrad Ferdinand Meyer (1825-1898) is the leader in historical fiction in the last century. He wrote one of the most beautiful epics of German literature, *Huttens Letzte Tage*. In wonderful verses he describes the last days of this famous knight of the pen, who was a friend of Luther and the reformation. *Das Amulet* is the first of a series of historical novels. One of the characters of the story, Hans Schadau, a Swiss Protestant, tells the events. He miraculously escapes from the massacre of St. Bartholomew in Paris with the assistance of a leaden image of the Virgin Mary.

Perhaps the most charming of Meyer's historical novels is *Gustav Adolfs Page*. This page, George Leubelfing, is really a young girl from Nürnberg. To save the name of her father from disgrace she becomes page to the king in place of her cowardly cousin.

III. LANGUAGE

A teacher of German should know something about the development of the German language; some etymology is absolutely necessary for all of us. There is comparatively little interest in these studies in the United States, which is proved by the fact that a great many teachers of English have no knowledge whatsoever of the development and etymology of their own language. Even if some of us may not insist on the importance of philological training on purely theoretical grounds, we all have to maintain that for practical reasons some training in historical grammar, especially in etymology, is of the greatest importance. A teacher may at any moment be called upon to give an explanation which he cannot give without some knowledge of older German and etymology. Any intelligent pupil is apt to ask, why it is 'er beiss' but 'er weiss', 'er macht' but 'er mag', why 'das Interesse' but 'die Maitresse', why 'die Augen tätten ihm sinken' in Goethe's *König von Thule* or why in Uhland's poem *Jung Siegfried* and not *Junger Siegfried*. The usual explanation, saying that it is an exception to the regular form, is first of all not true, and secondly satisfies neither the intelligent pupil nor the intelligent teacher.

Perhaps the best subject to begin with is a definite study of the Middle High German language, in the edition of Goeschen, which seems to me clearer and more instructive than the one in the *Deutschkundliche Bücherei*. Reading through a history of German

language without doing definite work in one of the older dialects, preferably Middle High German, is not to be recommended. Only people with some linguistic training will get the best out of Wenz: *Germanisch-deutsche Sprachgeschichte*. A slight knowledge of Anglo-Saxon and Gothic, besides Middle High German, is necessary to understand the development from the oldest time up to the end of the Middle Ages. I do not mean to say that teachers should not read a history of the German language. A number of trained philologists feel that a little knowledge in that subject is more dangerous than in many others and that without competent help a beginner can only get halfway. But I am not so absolutely convinced that it is so much worse to be halfway than not to have started. And there are quite a few easy chapters in German etymology that will make the understanding of the modern language more thorough and therefore our teaching more vital, and those points are given in a clear and simple way in Bergmann *Deutsche Wortkunde in Bildern aus der deutschen Kultur*, (1927) and in Opperman, *Das Fremdgut der deutschen Sprache*, (1927).

German names are always interesting for the teacher, especially as we have such a large percentage of German names in this country. One of the very best numbers of the Deutschkundliche Bücherei is on *Deutsche Namenkunde*. It is written by Friedrich Kluge, the foremost German philologist, who died a few years ago. Closely connected with family names are the names of places, and Mentz in *Deutsche Ortsnamenkunde* gives an excellent, clear presentation of the subject.

IV. ART

Now something entirely different. Perhaps you are planning a trip to Germany and you are interested in art, in painting, sculpture, and architecture. Every really intelligent pleasure is based upon a certain amount of work; this can be said especially of traveling. Walking through picture galleries and casting weary glances at hundreds of pictures one has never heard of will give the traveler weariness beyond words, but neither pleasure for the present nor gain for the future. But going to a picture gallery with the definite purpose of looking at a few favorite pictures, four or five only, pictures you know thoroughly through the study of reproductions, will mean a great deal of pleasure and gain for the intelligent teacher.

There are six booklets in this group, three containing reproductions of pictures, sculptures, and buildings, and three which contain the ideas, the general development, and explanations of single works of art. These little *Bildersammlungen* are by no means the best reproductions you can buy, but as a beginning they do very well; later on, perhaps when you are traveling in Germany, you will pick out your favorites and buy the good reproductions of Seeman (about 25 cents) or the wonderful reproductions of the Berliner Photographische Gesellschaft.

There are other publishing houses in Germany which bring out series of inexpensive books, written by the leading people in the various professions. Sammlung Goeschen has already been mentioned; the two other most important ones are Quelle and Meyer with their series, called *Wissenschaft und Bildung*, and Teubner in Leipzig, with his series, *Aus Natur- und Geisteswelt*. The books in these two series are longer, about 160 pages, and cost 1 Mark 80 Pfennig, 45 cents in the first series, and 2 Marks, 50 cents, in the second series. It is well worth while for every teacher of German to have descriptive catalogues of all these firms on hand. Any importer is glad to supply them. Among the series first mentioned I should like to recommend two excellent new books: *Der Junge Goethe*, by Viëtor, and *Schiller*, by Borchardt. Some of the very best ones of Teubner's series, *Aus Natur- und Geisteswelt*, are *Das Deutsche Drama des 19. Jahrhunderts*, by Witkowski; *Friedrich Hebbel*, by Walzel; *Die Deutsche Romantik*, by Walzel.

It is very possible that somebody looking over this list of suggestions might say: It does not seem to be particularly important that a teacher of German who teaches the first and second year of the language, should be so well informed on Fontane, or that he should spend so much time and energy on studying German art, and to a certain extent that might be true. But anybody who knows anything about teaching of German or teaching of any other subject, will admit that it is absolutely necessary for a teacher to work at his self-improvement in a sensible and systematic way. There are many other ways of doing it but to begin with, the teacher of small means and little time to spare will find a well-selected collection of good, short inexpensive books the greatest help in this work of self-improvement.

SOME RESULTS OF LABORATORY TRAINING

(*Author's Summary.*—Results of tests of laboratory drill in a new environment suggest that many of the possibilities of the laboratory have been hitherto neglected or overlooked.)

ONE of the most beneficial and refreshing ways of checking on something which has become an accepted fact in one's mind is to introduce that thing into a new and unprejudiced environment.

During the summer term of 1930 at the State University of Iowa, two experiments in laboratory drill in speech were made with the coöperation of the author. In each case the experimenter was an experienced teacher of speech, but had had no previous acquaintance with laboratory methods. They had made no previous judgments, but were seeking information.

In the first experiment, Mr. Joseph Kelly made a study of two methods of teaching Irish dialect, namely classroom explanation and drill, and laboratory drill on a purely imitative basis without instruction.

Two groups of ten students each were selected and correlated, on the basis of intelligence tests, Western Electric 4-A Audiometer tests and the Seashore tests for discrimination of pitch and intensity. The classroom group was given twenty half-hour lessons in Irish dialect under an instructor in a classroom.

The other group was assigned to laboratory drill for twenty half-hour periods during which they listened to master records, imitated them, and checked their own performances by making a record of the material and listening back to it. Both groups made dictaphone records of their first attempt to imitate Irish dialect without any previous instruction, and a final test record at the end of the twentieth lesson. The material used consisted of selections from plays, some poetry, some lists of words which were taken to be typical, and some expository material. Master records for the laboratory students were made by two native Irish actors and an uneducated native of Dublin, the latter making about half of the records. While the laboratory work consisted entirely of drill, the

class group was given a short introduction to the international phonetic alphabet and an explanation of the characteristics of Irish vowels and consonants and the general characteristics of Irish speech. However, the major portion of time of the class group was taken up with actual drill work with the teacher. Mr. Kelly chose as his test material a selection from Lennox Robinson's "White-Headed Boy," mainly because it offered characteristic Irish speech and no problem in emotional interpretation. Within this selection ten words involving characteristic Irish vowel sounds and ten involving Irish consonants were chosen by a committee of three people who listened to the records of the same material dictated by the three different native Irish. Since the students had not been given the opportunity to drill upon this material, whatever results they obtained were due to a carry-over from their other drill material. At the beginning of the experiment, each student made a record of the test material. He was merely asked to read the selection giving his interpretation of Irish dialect. It was found that of the two groups, only one student in each group had succeeded in making one of the sounds correctly, therefore, the initial acquaintance of either group with Irish dialect could be considered "nil." The average final score of the class group on the test was 8.04, while the laboratory group scored 10.1, the possible score being, of course, 20. These scores should be compared with the other tests given the two groups. The classroom group had a mean intelligence score of 121.8 based on the Otis self-administering intelligence test. The mean score of the laboratory group was 120.2. The standard deviation for the classroom group was 4.45, and for the laboratory group 3.82. The mean loss of hearing for the classroom group was 1.5 percent with a standard deviation of 4.01. The hearing loss of the laboratory group was 4.1 percent with a standard deviation of 4.36. The mean score of the classroom group on the Seashore pitch test was 41.9 with a standard deviation of 10.05, as compared with a mean score of 27.9 for the laboratory group with a standard deviation of 27.85. In the Seashore intensity test, the classroom group mean score was 40.1 with a standard deviation of 31.62, while the laboratory group had a mean score of 53.6 and a standard deviation of 28.19.

From the above figures it may be seen that the classroom group

had an advantage over the laboratory group in everything except intensity discrimination. But, nevertheless, the laboratory group scored higher on the dialect test.

Mr. Kelly goes on to conclude that nothing but a reverse correlation between intelligence, hearing, pitch discrimination, and the learning of the dialect could deny the superiority of the laboratory group; that it is improbable that the item of intensity accounts for the higher score of the laboratory group; and that it is probably safe to say that the laboratory method is the more effective way of teaching Irish dialect.

He states that "speech melody" is an important factor in maintaining the illusion of any dialect. In the experiment he obtained the opinions of three judges as to whether the students achieved this factor, and obtained an agreement among two or more of the judges upon the success of seven members of the group in the laboratory as against four in the classroom group.

Frankly, the writer had fully expected the classroom group to make better scores than the laboratory group, because of the fact that the laboratory group received no instruction. Where an adult attempts to establish new habits of pronunciation and intonation we may expect him to encounter considerable difficulty in establishing a satisfactory auditory control. Taking this into consideration, we may say that the results are rather significant. If Mr. Kelly had made some objective measurements of intonation we should have expected his results to be still more valuable.

The second experiment carried out by Mr. Harry Barnes, an associate in the Department of Speech at the University of Iowa, was somewhat different in nature, although not essentially so. He states that the problems in teaching a course in the principles of speech fall into three classifications: (1) presenting to the student the principles of speech, (2) directing and motivating the student to individual drill and practice outside the classroom, to further refine and individuate the processes involved in the usage of a speech mechanism. He goes on to say that the latter obviously is the most difficult: the fact that the instructor has no means of supervising this individual drill; the fact that students tend to be satisfied with their present skill or lack of it in the use of the speech mechanism which has served them for so many years; the fact that the student is not aurally aware of the sounds made by his mechanism in many

cases, and hence cannot check upon his own progress; the fact that the drill in which he does engage is not systematic, tend to make outside drill assignments unsatisfactory at the best. Three methods of procedure toward the alleviation of this difficulty present themselves: (1) assign drill exercises for practice by the student between class hours at his will; (2) group drill in class, (3) control drill outside the regular class hour. Because of the above reasons, possibility number one does not offer a satisfactory solution to the problem. The use of group drill in class, assuming a competent teacher who can motivate students to drill, build such drill exercises into a constructive program captivating the interest of the students, and check upon the results of such drill in individual work, is undoubtedly extremely beneficial. But the objection to this method which almost makes its usage impossible, is that it uses class hour time which has been reduced to the minimum and devotes it to the solution of a problem primarily individual in character rather than devoting that time toward development of the individual's adjustment to the group and the group-speaking situation. Therefore, it seems advisable to develop a drill procedure which has the advantages of the above-mentioned class method without placing the responsibility solely on the student with no supervision and without taking limited and valuable class time. This is a rather well put statement of a situation which many of us have known to be in existence for a long time. Mr. Barnes chose for his drill and test material a list of words involving common articulation errors compiled by Sarah T. Borrows, a portion of Hamlet's "Advice to the Players," and a poem "Trees" by Joyce Kilmer. The laboratory group imitated master records of this material made by Mr. Barnes. The same material was used for classroom drill with the difference that there was a statement of rules for articulation and a discussion of the common types of faulty articulation. The classroom, therefore, received the benefit of correction and instruction as they drilled. The two groups drilled for eight twenty-minute periods over approximately two weeks. The errors on the initial and final test records of the students were totaled and their difference represented the improvement score of the individual. The following table shows the basis upon which Mr. Barnes made his comparison:

TABLE I

	A.M.		S.D.	
	Class	Lab.	Class	Lab.
Initial test	45.5	44.2	14.48	15.84
Improvement scores	20.6	23	6.8	9.48
Age	25.56	21.56	10.10	8.12
I.Q.	114.00	108.75	10.68	7.62
Hearing loss	4.92	4.17	5.57	3.52
Term Grade	82.5	71.7	8.3	6.2

Twelve students were used in each group, and since the number was so small, no correlations were run. The laboratory group was slightly superior to the class drill group in spite of the fact that class hour time and instructor's time were involved in teaching the class group. The class group was superior in intelligence as shown by the mean I. Q., was more mature, and was rated by an instructor as doing a higher grade of work in the entire course. The difference in hearing acuity is so slight that it may be ignored. The experimenter summarizes his conclusions as follows:

- (1) Improvement of slovenly articulation may be accomplished without the use of a skilled instructor.
- (2) The time of the class, which is limited, may be used for more and different practice work valuable to students in group situations. This is extremely desirable.
- (3) It gives an objective control over the individual problem of drill: (a) the best drill material can be specified, (b) the student must put in a certain amount of time drilling, (c) the student can check on his progress, (d) the student is subject to periodic contact with an unchanging acceptable standard of good speech which he hears in direct relationship to his drill problem, (e) it tends to make the ear more sensitive to speech sounds as well as voice production.
- (4) Students are enthusiastic over the laboratory methods because they have an opportunity to hear their own voices and check on their own progress.

It is highly interesting to note that Mr. Barnes finds the laboratory a useful instrument in training students to hear and reproduce

material involving the finer points of articulation. If, in this and in the preceding experiment, the laboratory drill groups reveal a somewhat superior achievement without the aid of an instructor, is there any reason why they should not far outstrip the class groups if they were given some judiciously budgeted individual instruction?

While the two preceding experiments were being conducted, Prof. Helen M. Eddy, one of the authors in the Chicago Series, also had the opportunity to use the laboratory with a High School demonstration class in beginning French, which attended thirty minutes daily for six weeks. She reports the following: "The laboratory reinforced the daily lessons of the classroom and quickened the progress of the pupils. Such a laboratory is of immense practical benefit, particularly in the early stages of language learning when the stress is placed upon securing a correct pronunciation and facility in oral reading, and when errors are most harmful. The chief advantages of such a laboratory to high school classes seem to me to be the following:

(1) "It provides the *opportunity* and proper *environment* for the much-needed pupil practice in pronunciation and oral reading; a *correct* model, which can be repeated indefinitely; a consistent model-record does not vary; oral imitation by pupil *immediately* after listening to the model; indefinite number of *repetitions* by pupil is possible; pupil is *isolated*, which removes self-consciousness and embarrassment (an obstacle to progress in oral work in class). Without correct model before the pupil, oral practice out of class is not much value in the early stages, for he may forget the correct pronunciation and may form wrong habits.

(2) It provides *motivation* for pupils to work for oral excellence. This is of inestimable advantage, for a pupil becomes interested when he sees evidence of progress. The teacher will encourage the pupil by checking up in class upon his advancement in the laboratory. One of the teacher's chief problems has been how to get pupils to practice oral work outside of class.

(3) It *saves classroom* time for other phases of the work. Pupil's total accomplishment will accordingly be much greater.

(4) It *saves the teacher's voice and energy*. So much repetition of sounds necessary in the early stages is very exhausting.

"Language teachers never have and never will get good results

in oral work by relying upon class-time alone, for there is not enough time available for a sufficient amount of individual pupil practice.

"I hope the French laboratory will soon be a permanent part of our equipment for teaching French in the University High School."

Miss Eddy's class was composed of Junior High School pupils. Since this was the first opportunity the writer had had to deal with such a group it was with considerable surprise that he noted the verve and spontaneity with which the group accepted the laboratory and continued to attend regularly throughout the period. In other words it was not a mere novelty to be cast aside. However, nothing has been done in this educational level.

RALPH H. WALTZ

Ohio State University

The French Language

This is a language like a violin,
More fit for love than for God's adoration—
A fine, keen instrument of tones that win
With mellow longing and thrilled expectation.
No deep-voiced Teuton organ have we here,
Of war and military passion raging,
Loud as a trump, resounding on the ear,
The state's or Church's wrong with might assuaging.

It sings of Pierrots and Columbines;
Of gardens in the sun along the Seine,
Of merry nights, of red and pallid wines,
Of smiles from many a coy and mocking face;
The love that soars beyond a mortal pain;
The brilliant courage of an ancient race.

MARION E. LEWIS

USING "HORSE SENSE" IN TEACHING

(*Author's Summary.*—The recent tendency to stress objectives brings with it a danger that we shall overlook the subjectives, which are necessary if we are to teach anything successfully. A few of these practical suggestions are noted. All have "worked.")

METHINKS I had a dream. And in my dream came one to me in discouragement and said, "O thou teacher of experience, tell me why my pupils fail, though I strive unceasingly to make the French language penetrate their innermost cranial recesses?" And I said, "Art thou acquainted with all the forms of grammar, the rules of syntax? Canst thou swallow an R or pout a U with Monsieur Jourdain?" And the youth sadly made answer, "All these have I practiced, even unto the vocal triangle, from my youth up, and yet can my cherubs not pass their College Board well enough to suit the School Board." Then I had compassion on the brilliant pedagogue and I said, "Yet one thing thou lackest: with all thy getting thou has not got understanding. Get wisdom—*horse sense*—for that is the principal thing."

Then I awoke. And a voice said to me, "Write." "But," quoth I, "why should I write? No one hath asked me, and no one would read what I should write, because, forsooth, I have not tables and graphs and numbers, no, nor answers to questionnaires, all of which, I fear me, are more popular than horse sense." But the voice repeated, "Write." And I did even as I was commanded.

Why is it that occasionally—or often—there are modern language teachers, otherwise excellently equipped, who fail to get satisfactory results from their classes? Is it because they do not have command of practical details of technique? After some years of teaching and observing, I venture a few suggestions which ought to be trite and commonplace, and which for that very reason, I fear, are often overlooked.

If you have translation into English (I do, of the good old-fashioned kind), or if you simply have the pupils read the text and paraphrase it, are you sure that they have not various translations cribbed in their books? If they have, then the exercise of translating or paraphrasing or answering questions is of slight value. A pupil who depends on even a few interlinear helps of this sort will never

develop the ability to understand a sight passage. He may fool himself and the teacher into thinking that this practice helps toward a choice use of words; but if there is any slight advantage in this way, it is more than offset by the habit of dependence which he is acquiring. If you let him do so in daily work, how will he do better in an examination?

How can we overcome this disastrous bad habit? Very simply. Walk between the rows of pupils *every day* while the books are open, and give zero for the day's work to anyone who has any word written in. If he has cheated, it is for the purpose of getting a good mark, and this penalty effectively discourages any such attempt. Likewise with grammatical exercises, blanks to be filled, and the like.

Even more culpable is the practice of letting pupils bring in and use a written translation. I once actually heard a teacher chide a pupil for not writing out his translation and bringing it to class to read! Goodness me! If he can't remember a page long enough to recite it, how is he ever going to be able to pass an examination, or to read for understanding or pleasure?

Similar considerations apply to writing composition sentences at the board. For economy of time and effort with large classes it is necessary to assign sentences in composition books to be prepared and brought to class, where they will be examined and corrected. How shall we handle such a class?

In the first place, have the English sentences written beforehand, preferably on the board but permissibly on slips of paper which shall be ready at the board when the pupils reach the class. Have them numbered, so that those who are to write may be sent very quickly and with little confusion. Many an exercise is spoiled because the teacher allows the pupils to carry their books to the board, where they may gaze at model sentences or vocabularies or paradigms while they write! I have even visited classes where the pupils carried papers to the board and *copied* sentences which the teacher fondly imagined the pupils could write without the papers. Well, if they could, why didn't they? And if they couldn't, of what value was the exercise? Of course, I grant that many of our pupils need practice in penmanship, and such an exercise might conceivably help them to write more legibly; but if you have them do so, please, oh please, mark them solely for calligraphy, and do not let yourself or them get the idea that they are learning to write French.

You don't even know that they wrote these sentences themselves in the first place; the chances are that half the class copied them from the other half or inherited them from previous generations who used the same book. If you want them to copy sentences at the board, it would be better to let them take their reading text and copy good literature.

You may say: "Wouldn't you require the pupils to bring the sentences written?" Certainly I could insist on that. Otherwise they will get the habit of trusting to luck or to inspiration after reaching the class. But before I assign the individual sentences to those who are to put them on the board, I have them put completely out of sight, and if any pupil glances at his paper after being called to the board he is promptly seated with a zero and the sentence is assigned to another pupil. Such a trick is not tried more than once in any given class.

Incidentally, when I take up these sentences for correction at the board, I always have each pupil read his own sentence aloud. If he mispronounces a word, I rewrite his word so as to represent the sound he gave to it and I tell him I am crediting it to him in that form. He must pronounce it right in order to have it stand right on the board. This little device is an excellent aid to good pronunciation—a sort of reverse process of dictation.

After the sentences at the board are corrected and the pupils have correspondingly corrected their own papers, I always leave these papers with them until the beginning of the next recitation. Then I collect them carefully as the class comes in, for two reasons: (1) to emphasize to them the need for correcting their own mistakes and (2) to prevent these papers from being handed on to other classes. After school when nobody is looking, I deposit the papers in the wastebasket, for the five-minute test has told me what the pupils really know and can do independently.

Would you give a five-minute test every day? I hope not. I give one whenever I want to be sure what the pupils have carried away from their previous day's lesson and often enough to keep them expecting and preparing for such a test any day. But sometimes we are in danger of spending so much time in testing, that we have too little left for teaching anything which we can test. Usually I limit such a test to ten significant words or items, so as to save time in class, to save time in correcting, and to make the correcting objective and accurate. Always I have the correct answers put on the

board immediately after collecting the tests, and then erased. And the tests are always handed back to the class the *next day*, as surely as death and taxes arrive.

Now, if a test is of full value, it must be remedial as well as critical. If you ask all the pupils to rewrite all the tests, you are setting a big job for yourself, you are not rewarding the pupils for good work, and you cannot concentrate on the few who need follow-up work. Therefore I require to be rewritten only those on which I write *F* in blue pencil. The majority, who did passably or better, may throw away their tests or frame them as souvenirs. The only ones I want to see further are those which were not passing; and those few I follow up very carefully until every one is correctly rewritten. If a pupil forgets to hand in corrected an *F* test by the next recitation, I make him rewrite it three times instead of once; if he neglects it past a second recitation, he must do it six times or twelve—but this memory-jogging scheme discourages him from procrastinating.

Now, I hope I may not be misunderstood. Not for one moment do I consider these practical details as all or most of teaching. I am merely suggesting that if we walk with our heads in the clouds our pupils are likely to get stuck in the mud, and that we need to combine the ideal with the practical. The other day I was in a school room where the teacher had allowed some forty-seven little bits of chalk to accumulate at the black-board. To throw them into the wastebasket would not have taken forty-seven seconds or wasted much grey matter; but there they were, tempting human boys to crunch them on the floor or to throw them at somebody when the teacher was trying to teach French. Aren't these stubs of chalk typical of the way all of us sometimes overlook little matters of common sense which neutralize the important things we would do? Once Nehemiah made a classic reply: "I am doing a great work, so that I cannot come down." But in our case, I am tempted to say: "I am doing a great work, so that I must stay down."

FREDERICK E. HAWKINS

*Gilbert Stuart Junior High School,
Providence, R. I.*

THE RELATIONSHIP BETWEEN FUNCTIONAL AND
THEORETICAL GRAMMAR. AN EXPERIMENT CAR-
RIED ON WITH THE AMERICAN COUNCIL
FRENCH GRAMMAR TEST—SELECTION
TYPE¹ IN SEVEN STATE INSTI-
TUITIONS

(*Author's Summary.*—A study in which we have demonstrated the following points: first, the superiority of achievement in functional grammar over that of theoretical grammar and its significance; second, the great inequality of preparation of teaching majors; third, the degree of relationship between grammar and the major subject, and also that between grammar and intelligence; and finally other deductions to be derived from our experiment.)

I

AMONG the large number of problems proposed by the Modern Foreign Language Study as deserving the attention of those interested in testing achievement and in curriculum matters are the following: (1) Correlations between functional grammar tests and formal grammar tests; (2) Comparative study of functional grammar test technique; (3) Comparative effectiveness of learning grammar formally and functionally; (4) Comparative study of the effectiveness of direct and of grammar-translation methods on the knowledge of functional and of formal grammar.²

Problem (2) above has already been treated by the writer and presented elsewhere by the educational advisor of the Study.³ Here it was shown that the superiority of the multiple-choice technique (Cheydeleur test) over that of the completion type (Coleman test) or *vice versa* could be demonstrated according to the criterion employed for the purpose. Problem (4) above has also been the subject of a study by the writer which appeared in the *Modern Language Journal* for April, 1928, under the title, "Results and Significance of the New Type of Modern Language Tests," wherein among other things it was demonstrated that the grammar-transla-

¹ Cheydeleur, F. D., *The American Council French Grammar Test-Selection Type* Yonkers, N. Y., and Chicago, Ill.: World Book Company, 1927.

² Coleman, A., *The Teaching of Modern Foreign Languages*, N. Y.: Macmillan, 1929, pp. 281-283.

³ Henmon, V. A. C., *Achievement Tests in Modern Languages*, N. Y.: Macmillan, 1929, pp. 18-19.

tion method yielded better written results than did the direct method. It is the purpose of the present paper to treat problems (1) and (3), namely, to set forth the correlations between functional grammar tests and formal grammar tests and also to establish the comparative effectiveness of learning grammar formally and functionally. Before taking up the discussion of the present experiment it seems apropos to devote some space to a description of the test with which it was carried on in seven different state institutions in various sections of the country.

II

Purpose. The American Council French Grammar Test—Selection Type—was devised to furnish schools and colleges with a more reliable, valid, objective, and comparable measure of achievement in French grammar than can be obtained with the usual old type examinations. It was also designed as an alternate or substitute for the grammar part of the American Council Alpha and Beta French tests and other standardized tests for those who prefer the multiple-choice form to the simple recall, the completion, and the true-false types.

Description. The Test consists of 50 English sentences, each one being followed by four French translations, only one of which is correct. The student is to select the right translation under each item, and to check the same in the parentheses opposite. The technique is illustrated by the example below:

The gentlemen wish to play cards.

Les messieurs veulent jouer aux cartes.....(X)
" " " " cartes.....()
" " " " les cartes.....()
" " " " à cartes.....()

The original construction of this test as well as its revision and standardization were made possible by grants from the Modern Foreign Language Study and the Regents of the University of Wisconsin. For liberal advice and aid the author is indebted to Professor V. A. C. Henmon of Wisconsin; Professor Coleman of Chicago, Dr. W. R. Price of the New York State Department of Education; Dr. R. H. Fife of Columbia; and especially to his colleagues in the Romance Language Department and the School of

Education at Wisconsin. Grateful acknowledgment is also made to the many helpful critics and to the hundreds of school teachers and college instructors who co-operated so splendidly by administering the tests in their classes.

Objectivity. As the answers to the test are either right or wrong and do not require the personal opinion of the grader, the scoring may be done mechanically with a key by a person unacquainted with the language. It ought to be stated, however, that all the correcting of the tests used for standardizing purposes, to insure accuracy and uniformity in the results, was done by teachers or French trained student-assistants. Furthermore, several thousand papers were gone over a second time, but the mistakes found were almost negligible as to their number and their effect on the scores.

Comparability. The test was made easy enough and yet hard enough to be used as an instrument for measuring achievement in French grammar in eight semesters of both school and college work. As grammar is probably the basic part of language study, such a test affords a fairly accurate gauge for comparing not merely the progress made by individual students in the same class, but also that of various classes in the same institution or in different institutions. Furthermore, when used with one of the standardized vocabulary, comprehension, and composition tests, it may serve for reclassifying students upwards or downwards as the case may require. The distribution of scores and the overlapping of achievement as shown by the table in the manual of directions published by the World Book Company seem to demonstrate the need for a new classification of students in modern languages on a more scientific basis than our present plan permits.

Equivalent and duplicable forms. Two equivalent forms of the test, called Form A and Form B, have been devised and published. The plan followed in constructing the second form was not merely to duplicate the grammatical principles in the first, but to introduce others of equal value from the standpoint of language and also that of scoring. This means a very thorough sampling of the subject, when the two are given together to the same group. They may also be used separately in the same class or classes, say a semester apart, to show growth, affording as they do a sound basis for establishing comparisons. Other forms will be issued if necessary.

Comprehensiveness, wide applicability, and administrative convenience. As already pointed out, the selection test is very com-

hensive and may be run through classes with other standardized objective tests. Because it stresses fundamental principles based on a study of many standard works, and is arranged in order of difficulty beginning with the easiest and ending with the hardest, it can be used for many valuable purposes, including a wide and scientific study of the problem of French grammar in our schools and colleges. Furthermore, whether run alone or with the other American Council Tests in vocabulary, reading, and composition, the selection test yields the maximum amount of grammar sampling in the minimum amount of time. It can be easily and quickly administered, the directions being simple and printed on the form. The questions can be answered in ten minutes in the highest classes and in twenty-two minutes in the lowest. It can be corrected with a key at the rate of about forty papers per hour.

Reliability. By the reliability of a test is understood the degree of accuracy with which it measures what it really does measure, in other words, its consistency with itself in measuring the same ability at different times. The reliability of a test may be found by matching the scores of the odd and even numbers of one form against each other or by correlating the scores of the A and B forms with one another. By the latter method the raw coefficient obtained from 9,664 cases given in many institutions all over the country is +.87 and the reliability coefficient by using the Spearman-Brown formula is +.93. This is considered a distinctly high correlation.

Validity. In addition to meeting the demands of reliability a good test must also measure what it purports to measure. The degree in which it fulfills this requirement is called its validity. As there existed at the time of the first administration of the selection grammar test no other very satisfactory criteria with which to check up the results, it was decided to correlate these with the teachers' marks. This procedure yielded a coefficient of .55 for 1,436 cases in eight semesters of college work, which shows a markedly present correlation. The next step in the validation was taken at a later date, about January, 1926, when the selection test and the other American Council tests were administered to the same group of students at Wisconsin with the following results:

- 177 cases, 4 different semesters, Selection Grammar and Silent Reading, $r=.60$
- 186 cases, 4 different semesters, Selection Grammar and Composition, $r=.65$
- 442 cases, 6 different semesters, Selection Grammar and Vocabulary, $r=.78$
- 474 cases, 8 different semesters, Selection Grammar and Completion Grammar, $r=.83$

We note that in the above tabulation the correlations between the selection grammar test and the other American Council tests are increasingly higher in each succeeding set of comparisons, although those with the Silent Reading and the Composition tests are not as distinctly high as with the other two, principally on account of the narrower classification and the fewer cases involved. The correlation between the two grammar tests, .83, is excellent, for here we possess a really sound criterion with which to establish the validity of the two tests, the raw coefficient of the selection test being .87 and that of the completion test being .89. (Their reliability coefficients by using the Spearman-Brown formula are .93 and .94 respectively). The coefficients of correlation between this test and Parts I, II, and III of the Columbia Research Bureau French Test (given in February, 1927), based on 61 cases, are as follows: Correlation with Part I, Vocabulary, .86; with Part II, Comprehension, .71; and with Part III, Grammar, .89.

It might also be added that while the coefficients of correlation between the selection grammar test and the other tests are high enough to demonstrate the validity of each test as a part of the whole battery, still they are low enough to show the desirability of the inclusion of the other tests whenever a general index of the student's achievement in French is wanted.

Derivation of the test. The construction and validation of the test has been described at length in a *Bulletin* of the Wisconsin Bureau of Educational Research⁴ and in an article in the *Journal of Educational Research*.⁵ Three years of work with four experimental editions have been devoted to the preparation of the test and the results of its administration to thousands of students in over 100 schools and colleges in different sections of the United States. The grammatical points included afford a very wide sampling of the subject and are mostly common to many French text books, the College Entrance Board Examinations, the New York State Regents examinations, and also to other objective tests. The guiding principle, however, in the selection of these items was the relative importance given them in the texts as nearly as could be determined

⁴ "The American Council French Grammar Test—Selection Type, Preliminary Experiment at the University of Wisconsin," *Bulletin* No. 8, March, 1927. Out of print.

⁵ "The Construction and Validation of a French Grammar Test of the Selection or Multiple-Choice Type," March, 1928.

by the frequency of their use and the space and exercises allotted to them. For this purpose a careful study was made of the following grammars and composition books:

1. Aldrich, Foster, and Roulé's *Elementary French*, Ginn and Co.
2. Allen and Schoell's *First French Composition*, Henry Holt & Co.
3. Armstrong's *Syntax of the French Verb*, Henry Holt & Co.
4. Brachet and Dussouchet's *Grammaire Française Complète*, Hachette & Cie, Paris
5. Brunot's *La Pensée et la Langue*, Lasson & Cie, Paris
6. Brunot and Bony's *Méthode de Langue Française*, Librairie Armand Colin, Paris
7. Camerlynck's *France*, volumes I and II, Allyn & Bacon
8. Cardon's *A Practical French Course*, Silver, Burdett & Co.
9. Carnahan's *Short Review Grammar*, D. C. Heath & Co.
10. Chardenal's *Complete French Course*, Allyn & Bacon
11. Coindreau and Lowe's *French Composition Book*, Henry Holt & Co.
12. Downer and Knickerbocker's *A First Course in French*, D. Appleton & Co.
13. Dubrule and Manser's *French Composition and Pronunciation Exercises*, Ginn & Co.
14. Fournon and Broussard's *Pour Parler Français*, D. C. Heath & Co.
15. François' *Advanced French Prose Composition*, American Book Co.
16. Fraser and Squair's *Complete French Grammar*, D. C. Heath & Co.
17. Galland's *French Composition*, Allyn & Bacon
18. Holbrook's *Living French*, Ginn & Co.
19. Holzwarth and Price's *Beginners' French*, D. C. Heath & Co.
20. Koren's *French Composition*, Henry Holt & Co.
21. Knowles and Favard's *Grammaire de la Conversation*, D. C. Heath & Co.
22. Lamb's *Inductive French Grammar*, The Macmillan Co.
23. McKenzie and Hamilton's *Elementary French Grammar*, The Century Co.

24. Maloubier's *Au Jour le Jour*, D. C. Heath & Co.
25. Mansion's *Extracts for French Composition*, D. C. Heath & Co.
26. Micoleau and McLellan's *First Two Years of French*, Benj. H. Sanborn & Co.
27. Moore and Allin's *The Elements of French*, Scott, Foresman & Co.
28. Olmsted's *First Course in French*, Henry Holt & Co.
29. Rosenthal and Chankin's *Grammaire de Conversation et de Lecture*, H. Holt & Co.
30. Shanks and Méras' *French Composition for Colleges*, Harcourt, Brace & Co.
31. Sudre's *Grammaire Française*, J. Gamber, Paris
32. Treille and Gay's *Textes Français avec Exercices Pratiques*, H. Holt & Co.

III

The formal or theoretical grammar test used in this experiment was mimeographed and had the following heading: Formal French Grammar Test Supplementary to the Selection Grammar Test—Form A. Directions: On each line below, numbered to correspond with the 50 items on the Selection Type Test, explain briefly and clearly the grammatical principle involved. For example, if No. 1 read 'je veux *qu'il s'en aille*' as the correct form, we would explain the italicized part simply by saying that the subjunctive is used in the dependent clause after a verb of willing, wishing, etc. in the main clause. To the co-operating professors in the various institutions participating in the experiment were sent the following instructions: Directions for administering the American Council French Grammar Test-Selection Type and the supplementary mimeographed form. In such courses as the undergraduate French teaching majors—French practice teachers—it has been found that 18 minutes will do for the printed A form and 42 minutes for the mimeographed A form. The same time limits should be observed for the two B forms. These time limits do not include the five to eight minutes necessary for filling out the front page of Form A. If the tests are administered in two different periods, they should be given in successive periods and in pairs, *i.e.*, the A forms together and the B forms together.

All papers were scored and graded at Wisconsin in order to insure uniformity and the highest degree of objectivity. The correctors of the formal or theoretical grammar papers were instructed to accept all responses that were clearly and correctly stated, to reject all those contrariwise, and to give half-credit for those that showed a partial but imperfect knowledge of the principle involved. It ought to be stated at this point that the lack of perfect correlation, which will be demonstrated later, between the two sets of papers, the functional and theoretical, was due less to the guessing of the right form in the case of the former than to the inability to explain clearly the required rule. Could space be used to illustrate by experimental evidence the responses given on both types of test, we feel certain that most readers acquainted with French grammar would come to the same conclusion.

IV

We shall now present in tabular form the results of the experiment carried on in seven state institutions, namely, the University of Minnesota, the University of Iowa, the Ohio State University, the University of Michigan, the University of Illinois, the University of Wisconsin, and the New York State Teachers College. The writer wishes to acknowledge here his appreciation of the whole-hearted co-operation of Professors Sundeen, Eddy, Rockwood, Pargment, Tharp, Johnson, and President Brubacher respectively of the above seats of learning; it is only by such collaboration that experimenters will be able to solve some of the thorny problems that beset their path. Ten appeals were made for assistance and seven responded, which percentage is very encouraging.

TABLE I
COMPARISON OF FUNCTIONAL AND THEORETICAL GRAMMAR BASED ON
AMERICAN COUNCIL FRENCH GRAMMAR TESTS

Part I

Reliability of American Council French Grammar Tests—Functional Grammar—administered to fourth-year French majors, mixed classes, at the University of Wisconsin, and at Northwestern University; ditto for twenty American colleges and universities.

	Med.	Mean	σ	r	PE_m	N
Form A	34	35	6.45	.79	2.06	205
Form B	31	32	6.87			
A & B	33	34	6.66			
Nat'l Norms etc.	35	35	7.00	.88		841

Part II

Reliability of American Council French Grammar Tests—Functional Grammar—administered to French teaching majors at the University of Wisconsin, University of Minnesota, University of Illinois, State University of Iowa, and Ohio State University.

Form A	39	38	6.55	.73	2.33	118
Form B	37	37	6.40			
A & B	38	38	6.65			

Part III

Reliability of American Council French Grammar Test—Theoretical Grammar on Supplementary Form—administered to the same teaching majors as in Part II.

Form A	21	21	10.20	.83	2.72	118
Form B	21	22	8.80			
A & B	21	21	9.85			

Part IV

Correlation of the two A forms, administered to the same teaching majors as in Part II.

	Med.	Mean	σ	r	PE _m	N
Form A, Functional	39	38	6.55	.73	2.94	118
Form A, Theoretical	21	21	10.20			

Part V

Correlation of the two B forms, administered to the same teaching majors as in Part II.

Form B, Functional	37	37	6.40	.55	3.37	118
Form B, Theoretical	21	22	8.80			

Part VI

Correlation of the two Functional Forms and the two Theoretical Forms, administered to the same teaching majors as in Part II.

A & B, Functional	38	38	6.65	.75	2.78	118
A & B, Theoretical	21	21	9.85			

In Table I we have a comparison of functional and theoretical grammar based on the four forms of the American Council French Grammar Test described in the foregoing pages and administered to the students in five of the above mentioned institutions; the results of two colleges could not be included as all four parts had not been given their students. In Part I of this table we have the median (33), the mean (34), the standard deviation (6.66), the coefficient of correlation (.79), and the probable error of measurement (2.06) for 205 fourth year French majors at Northwestern and Wisconsin;

these were not French teaching majors pure and simple. Compared with 841 cases of fourth-year students in about 20 colleges and universities, from which the national norm was obtained, we find the various results slightly lower, the most significant difference being between the r's, .79 and .88, as might be expected from the more heterogeneous population of the larger group. When we examine Parts I and II, we observe that the teaching majors attain higher medians and means than the other fourth year French groups and that the coefficient of the correlated forms (.73) is not so high as the other coefficients (.79 and .88), which was also to be looked for in the more selective aggregation. A study of Part III brings out the curious fact that the medians and means of the theoretical forms of the grammar test, 21 each respectively, are only about three-fifths of those of the functional forms (33 and 34) and that the standard deviation (9.85) and the coefficient of correlation (.83) are greater than those found in Part I or Part II. This simply means that the range of grammar talent from the theoretical point of view is greater than that from the functional point of view. This also is as should be anticipated, judging from the preconceived idea of teachers that theoretical knowledge does not register as well as functional. In Parts IV, V, and VI we have the functional and theoretical forms correlated directly, first in pairs, and then combined, the differences already referred to being thus disclosed more clearly. It should be explained before proceeding further that the reason for comparing the teaching majors with fourth year French students in general is because it was found that the average undergraduate French teaching major has the equivalent of only a little over four years of college training in the subject. This is in substantial agreement with the findings of the Modern Foreign Language Study a few years ago when it was learned that for public schools the average years of training in French for a teacher of that language was 4.9 years.⁶

We have presented in Table II the results of the administration of the two forms of the American Council French Grammar Test in the seven different state institutions listed above. The most interesting information brought to light here has to do with the difference of attainment in the co-operating colleges, the range of

⁶ C. M. Purin, *The Training of Teachers of the Modern Foreign Languages*, The Macmillan Co., p. 23.

TABLE II

THE MEDIAN AND THE UPPER AND LOWER QUARTILES OF FORM A—FUNCTIONAL, AND FORM A—THEORETICAL, OF THE AMERICAN COUNCIL FRENCH GRAMMAR TEST ADMINISTERED TO THE FRENCH TEACHING MAJORS OF SEVEN STATE INSTITUTIONS

<i>Form A, Functional</i>			<i>Form A, Theoretical</i>			<i>N</i>
<i>Institution 1</i>						
Q_3	43		Q_3	26		
Med.	39.66		Med.	21		16
Q_1	37.75		Q_1	18		
<i>Institution 2</i>						
Q_3	43.5		Q_3	23		
Med.	39.5		Med.	20		16
Q_1	36.66		Q_1	14.5		
<i>Institution 3</i>						
Q_3	41.5		Q_3	28.5		
Med.	38		Med.	21.5		13
Q_1	33.5		Q_1	15.5		
<i>Institution 4</i>						
Q_3	41.25		Q_3	20.25		
Med.	35.6		Med.	16.25		19
Q_1	28.43		Q_1	8.75		
<i>Institution 5</i>						
Q_3	39.1		Q_3	19.1		
Med.	34.6		Med.	14.6		25
Q_1	29.25		Q_1	9.46		
<i>Institution 6</i>						
Q_3	48		Q_3	31		
Med.	46		Med.	27.5		9
Q_1	44		Q_1	24		
<i>Institution 7</i>						
Q_3	44.16		Q_3	36.17		
Med.	40.87		Med.	30.29		45
Q_1	37.50		Q_1	23.83		

medians on the A form, functional, being from 34.6 to 46, while that on the A form, theoretical, runs from 14.6 to 30.29. On functional grammar institution No. 6 makes the best showing, its lower quartile being higher than the median of the other six colleges, while institution No. 7 scores highest on theoretical grammar, its

lower quartile being higher than the median of five of the other colleges. It is also worthy of notice that the scores on the theoretical test in institutions No. 4 and No. 5 are less than half those on the functional. Had we more data about the students in the institutions compared, such as their scores on intelligence tests, and the prevailing language method under which they studied, it would probably be possible to offer some satisfactory explanation for these striking differences, but full information, except in one case, is lacking. Furthermore, since the correlation of the American Council French Grammar Test—Selection Type with the grammar part of the American Council Alpha French Test, which combines several techniques, and with the grammar part of the Columbia Research Bureau Test of the completion type is high, as shown above, namely .83 and .89 respectively, and since all three grammar tests are of the functional sort, it follows that inasmuch as the correlation of the theoretical test with the selection type test was only fair, *i.e.*, .75 (see Table I, part VI), in all likelihood the correlation of the theoretical test with the other two would be practically the same. In other words, it cannot be safely claimed that the difference between functional and theoretical grammar is due to the technique of the selection or multiple-choice type used in the experiment.

In Table III we have set forth the medians and the upper and lower quartiles of Form B, functional, and Form B, theoretical, of the American Council French Grammar Test administered to the same French teaching majors considered in Table II. Upon inspecting the results here and comparing them with those in the preceding table what arrests our attention is the general confirmation of the findings with the A forms, namely, higher medians and means on the functional test than on the theoretical (the same will be observed for the upper and lower quartiles) and the shift of position or rank of the institutions in achievement. In respect to this latter, for example, in Table II institutions No. 6, No. 7, and No. 1 are the highest in order, while in Table III institutions No. 6, No. 1, and No. 3 hold this honor; institutions No. 4 and No. 5 vie with each other in both tables for the lowest position. What impresses one most, whether he be a trained educational statistician or one versed in methodology, is the striking similarity of results on all four tests in all seven institutions when the functional forms and theoretical forms are paired off.

TABLE III

THE MEDIAN AND THE UPPER AND LOWER QUARTILES OF FORM B—FUNCTIONAL, AND FORM B—THEORETICAL, OF THE AMERICAN COUNCIL FRENCH GRAMMAR TEST ADMINISTERED TO THE SAME FRENCH TEACHING MAJORS IN SEVEN STATE INSTITUTIONS AS IN TABLE II

<i>Form B, Functional</i>			<i>Form B, Theoretical</i>			<i>N</i>
<i>Institution 1</i>						
Q_3	42.63		Q_3	25.16		
Med.	40.66		Med.	21		16
Q_1	37.75		Q_1	17.75		
<i>Institution 2</i>						
Q_3	43.25		Q_3	22.63		
Med.	40.25		Med.	17.5		16
Q_1	35.88		Q_1	15.3		
<i>Institution 3</i>						
Q_3	43		Q_3	27		
Med.	40.5		Med.	23		13
Q_1	39		Q_1	17.66		
<i>Institution 4</i>						
Q_3	40.25		Q_3	19.6		
Med.	31.9		Med.	16.5		19
Q_1	24.38		Q_1	8.87		
<i>Institution 5</i>						
Q_3	39.8		Q_3	22.6		
Med.	34.8		Med.	18.21		25
Q_1	33.6		Q_1	13.54		
<i>Institution 6</i>						
Q_3	47.38		Q_3	26.75		
Med.	43.5		Med.	25.25		9
Q_1	39.13		Q_1	18.25		
<i>Institution 7</i>						
Q_3	39.79		Q_3	35.18		
Med.	37.45		Med.	28.83		45
Q_1	32.50		Q_1	24.25		

It is not without interest perhaps and not irrelevant to call attention to the fact that at the time of the standardization of the American Council French Grammar Test two or more years before this experiment in twenty or more colleges and universities institution No. 5 in fourth year work was the second highest with a norm of 37.5; institution No. 7 at the same level was the third highest

with a norm of 37; and institution No. 1 also at the same level was the fourth highest with a norm of 34; institution No. 6 was second in first and second semesters and first in fourth and fifth semesters (there were no cases in the other semesters). It is quite evident, therefore, that this last institution stresses the study of functional grammar consistently from its beginning courses to the end of the fourth year, or at any rate grammar functions from semester to semester with regularly increasing increments. The same is relatively true of four of the particular institutions concerned in this investigation as the following table illustrates. (The other three did not participate in the standardization of the test.)

TABLE IIIB

MEDIAN OF FOUR STATE INSTITUTIONS IN VARIOUS SEMESTERS AT THE TIME OF THE STANDARDIZATION OF THE AMERICAN COUNCIL TEST—SELECTION TYPE (I.E., THE FUNCTIONAL FORM)

Sem. & No.	1	N	2	N	3	N	4	N
Inst. 6	19.5	76	27.5	352			29.5	116
Inst. 5	19	426			26.5	416		
Inst. 7	18	1032	24	549	26	828	29.5	418
Inst. 1							28	164

Sem. & No.	5	N	6	N	7	N	8	N
Inst. 6	33.5	456						
Inst. 5	28	158	31	24	31.5	138	37.5	90
Inst. 7	28.5	367	30.5	260	32	392	37	326
Inst. 1	29	238					34	52

Figures 1 and 2 show in a graphic way what we have presented statistically in Tables II and III. Among other things they illustrate in a striking manner the higher scores on the functional forms in all institutions. There is to be seen also an entire absence of overlapping between the two types of tests in institutions No. 1, No. 2, No. 3, and No. 6 (See Figure 2) and again in institutions No. 1 and No. 7 (See Figure 1). Probably the next most notable discovery to be observed is that there was no overlapping either of the interquartile ranges (the middle 50 per cent) of the functional and theoretical parts in the seven institutions except with the B forms in university No. 7. This would seem to indicate rather conclusively that in the case of grammar correct habituation is better established than correct rationalization. This naturally raises the question as to which is the more valuable to the teacher and, as a corol-

lary to this query, whether he should be required to know not only his grammar but also to know why he knows it.

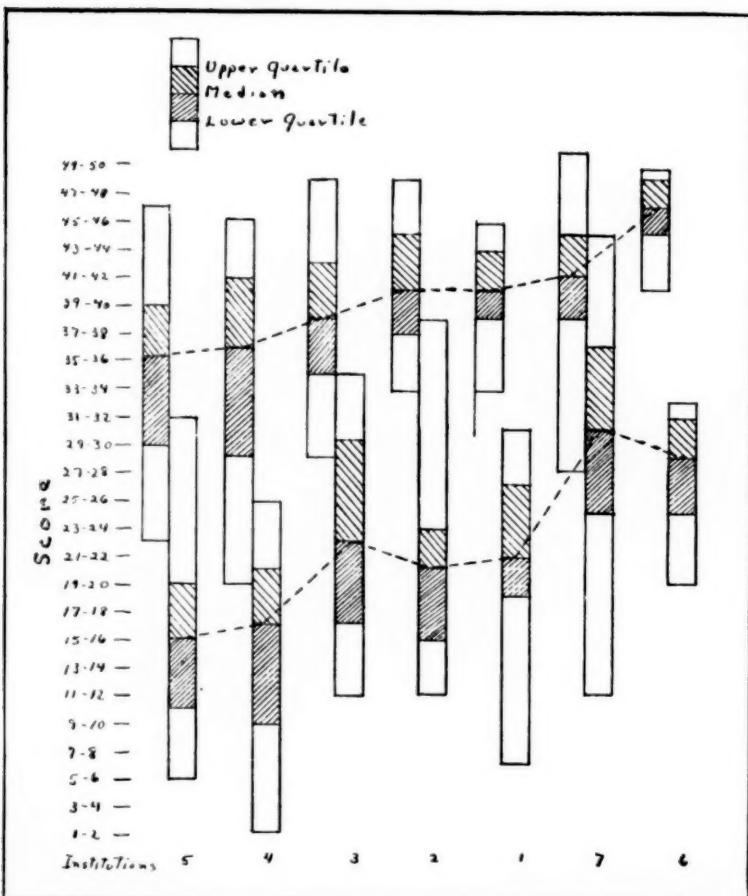


FIGURE 1.—Showing overlapping variability, and growth curves in The American Council French Grammar Test—Selection Type, the upper bars representing the results with the functional part of Form A and the lower bars the results with the theoretical part of Form A in seven state institutions.

In order to avoid confusion in regard to the medians in the different tables in this study it should be stated here that the medians and the Q_1 's and the Q_3 's in Tables I to III were worked out for all four parts of the test, that is, A and B printed forms (func-

tional) and A and B mimeographed forms (theoretical). Later when the test was correlated with grade point averages in French and also with grade point averages in all subjects, the two functional forms as well as the two theoretical forms were combined. The me-

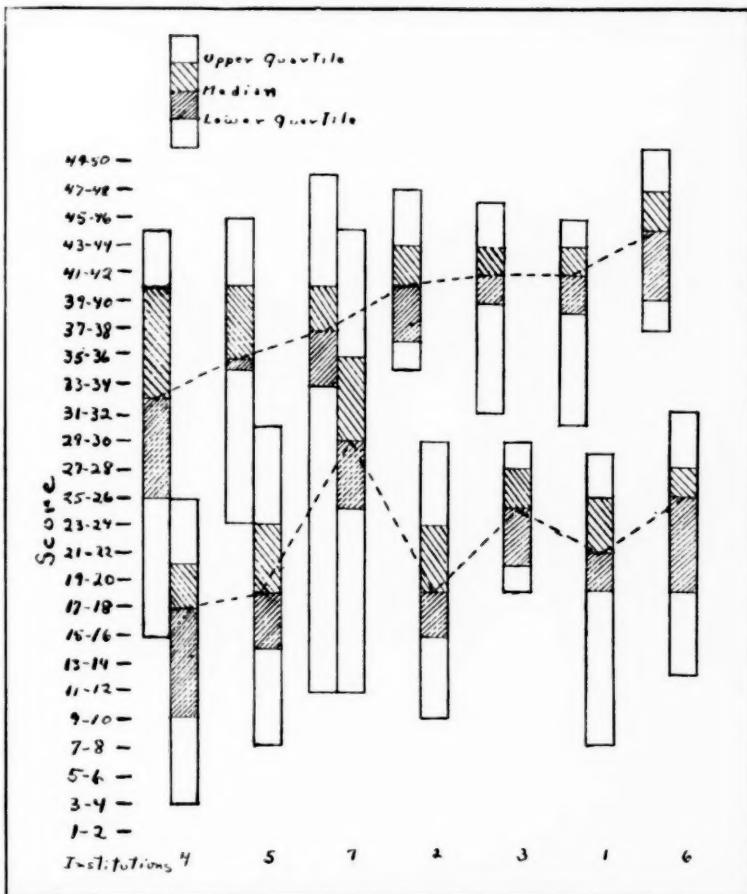


FIGURE 2.—Showing overlapping, variability, and growth curves in the American Council French Grammar Test—Selection Type, the upper bars representing the results with the functional part of Form B and the lower bars, the results with the theoretical part of Form B in seven state institutions.

dians were then established for the combined functional forms and also for the combined theoretical forms. Hence, two medians were

calculated in this way for Tables IV-VII, while four were figured out in the first way for the preceding tables.

As many institutions are employing the grade point system for various scholarship purposes it seemed advisable to use it in the following comparisons. Our grade point average was determined thus: A = 3, B = 2, C = 1, D = 0, E = -1, F = -2.

An examination of Table IV brings out several important facts, among which are the following: The correlation of the percentages

TABLE IV

CORRELATION OF THE PERCENTAGES (AVERAGES) ON THE FUNCTIONAL FORMS OF THE AMERICAN COUNCIL FRENCH GRAMMAR TEST AND OF THE GRADE POINT AVERAGES IN FRENCH OF FRENCH TEACHING MAJORS AT SEVEN STATE INSTITUTIONS

	<i>Med.</i>	<i>Mean</i>	σ	<i>r</i>	<i>N</i>
<i>Institution 1</i>					
Per. on Func. Forms	80.42	81.92	7.75	.48	17
Grade Point Ave. in French	1.91	1.90	.46		
<i>Institution 2</i>					
Per. on Func. Forms	76.25	77.66	8.70	.89	15
Grade Point Ave. in French	1.94	2.04	.52		
<i>Institution 3</i>					
Per. on Func. Forms	78.93	77.53	9.85	.32	25
Grade Point Ave. in French	1.64	1.82	.42		
<i>Institution 4</i>					
Per. on Func. Forms	66.88	67.17	16.85	.68	19
Grade Point Ave. in French	1.90	1.92	.48		
<i>Institution 5</i>					
Per. on Func. Forms	69.38	67.77	11.50	.49	25
Grade Point Ave. in French	2.19	2.13	.45		
<i>Institution 6</i>					
Per. on Func. Forms	90.42	91.72	7.60	.85	17
Grade Point Ave. in French	2.06	2.07	.59		
<i>Institution 7</i>					
Per. on Func. Forms	77.97	77.52	8.10	.48	45
Grade Point Ave. in French	2.09	2.03	.43		
<i>All Institutions</i>					
Per. on Func. Forms	77.78	77.46	12.05	.46	163
Grade Point Ave. in French	2.00	2.07	.49		

(averages) on the functional forms of the grammar test and of the grade point averages in French of the students involved in this experiment range from .32 to .89 for the different institutions, that for the whole group being .46. The standard deviations, considered by educationalists as the best index of range of talent, on the functional forms run from 7.60 to 16.85, that for the whole group being 12.05. The standard deviations in the grade point averages vary

TABLE V

CORRELATION OF THE PERCENTAGES (AVERAGES) ON THE THEORETICAL FORMS OF THE AMERICAN COUNCIL FRENCH GRAMMAR TEST AND OF THE GRADE POINT AVERAGES IN FRENCH OF FRENCH TEACHING MAJORS AT SEVEN STATE INSTITUTIONS

	<i>Med.</i>	<i>Mean</i>	σ	r	<i>N</i>
<i>Institution 1</i>					
Per. on Theo. Forms Grade Point Ave. in French	39.50 1.91	37.52 1.90	14.25 .46	.35	17
<i>Institution 2</i>					
Per. on Theo. Forms Grade Point Ave. in French	37.50 1.94	37.66 2.04	11.80 .52	.90	15
<i>Institution 3</i>					
Per. on Theo. Forms Grade Point Ave. in French	44.40 1.64	42.66 1.82	11.75 .42	.23	25
<i>Institution 4</i>					
Per. on Theo. Forms Grade Point Ave. in French	32.50 1.90	32.03 1.92	13.25 .48	.70	19
<i>Institution 5</i>					
Per. on Theo. Forms Grade Point Ave. in French	33.13 2.19	32.58 2.13	11.95 .45	.57	25
<i>Institution 6</i>					
Per. on Theo. Forms Grade Point Ave. in French	52.08 2.06	52.15 2.07	10.55 .59	.62	17
<i>Institution 7</i>					
Per. on Theo. Forms Grade Point Ave. in French	58.44 2.09	57.49 2.03	15.95 .43	.45	45
<i>All Institutions</i>					
Per. on Theo. Forms Grade Point Ave. in French	44.04 2.00	42.61 2.07	16.60 .49	.40	163

from .42 to .59, that for the whole being .49, or about one-half grade point. The lowest median percentage on the test is 66.88 and the highest is 90.42, that for the whole group being 77.78, whereas the smallest grade point average in French is 1.64 and the highest is 2.19, that for the whole group being 2.00.

From Table V we learn that the correlations of the percentages on the theoretical forms of the grammar test and of the grade point

TABLE VI

CORRELATION OF THE PERCENTAGES (AVERAGES) ON THE FUNCTIONAL FORMS OF THE AMERICAN COUNCIL FRENCH GRAMMAR TEST AND THE GRADE POINT AVERAGES IN ALL SUBJECTS (INTELLIGENCE) OF FRENCH TEACHING MAJORS IN SEVEN STATE INSTITUTIONS

	<i>Med.</i>	<i>Mean</i>	σ	<i>r</i>	<i>N</i>
<i>Institution 1</i>					
Per. of Func. Forms	80.42	81.92	7.75	.39	17
Total Grade Point Ave. (Intell.)	1.56	1.61	.47		
<i>Institution 2</i>					
Per. of Func. Forms	76.25	77.66	8.70	.81	15
Total Grade Point Ave. (Intell.)	1.88	1.99	.50		
<i>Institution 3</i>					
Per. of Func. Forms	78.93	77.53	9.85	.32	25
Total Grade Point Ave. (Intell.)	1.48	1.61	.29		
<i>Institution 4</i>					
Per. of Func. Forms	66.88	67.17	16.85	.67	19
Total Grade Point Ave. (Intell.)	1.81	1.78	.57		
<i>Institution 5</i>					
Per. of Func. Forms	69.38	67.77	11.50	.50	25
Total Grade Point Ave. (Intell.)	2.03	1.86	.45		
<i>Institution 6</i>					
Per. of Func. Forms	90.42	91.72	7.60	.67	17
Total Grade Point Ave. (Intell.)	2.28	2.07	.49		
<i>Institution 7</i>					
Per. of Func. Forms	77.97	77.52	8.10	.44	45
Total Grade Point Ave. (Intell.)	1.84	1.84	.42		
<i>All Institutions</i>					
Per. of Func. Forms	77.78	77.46	12.05	.42	163
Total Grade Point Ave. (Intell.)	1.82	1.82	.49		

averages in French run from .23 to .90, that of the group being .40, which are close to those in Table IV. We also note that the standard deviations on the theoretical forms run from 10.55 to 15.95, that of the group bring 16.60. The median on the theoretical forms of the lowest class is 32.50 and that of the highest class is 58.44. The medians, means, and standard deviations of the grade point averages are the same as in Table IV. It is to be observed here as in the earlier tables and charts that there is a striking superior achievement shown in the functional over the theoretical forms, due no doubt in part to the greater automitization of learning exemplified in the former.

In Table VI we have presented the interesting results obtained from correlating the percentages on the functional forms and the grade point averages in all subjects taken as the index of intelligence. The coefficients of correlation range from .32 to .81, that for the group being .42. As the correlation between a subject such as history, foreign language, or science and intelligence rarely rises above .50, this performance between an important element of French and intelligence might be expected, namely, significant but not high. If we transpose the medians of the tests and those of the grade point averages into letter grades, we obtain the following pairs of marks in the seven institutions investigated: no. 1, C-C; no. 2, C-C; no. 3, C-C; no. 4, D-C; no. 5, D-B; no. 6, A-B; no. 7, C-B; the whole group, C-C. It is obvious, therefore, that achievement in functional grammar in institutions no. 1, no. 2, and no. 3 follows closely the index of intelligence, whereas in institutions no. 4, no. 5, no. 6, and no. 7 it follows it less closely; in fact in no. 5 there is even a wide disparity between the two. The inference to be drawn from no. 5 clearly seems to be that this worked far below its level of intelligence, whereas the other classes performed rather normally in respect to subject matter and mentality.

A study of Table VII reveals that the correlations between theoretical grammar and intelligence range from .25 to .87, that of the group being .39. Hence, apparently there is approximately the same relationship between theoretical grammar and intelligence as between functional grammar and intelligence when we consider the total number of cases. However, when we compare the pairs of medians, namely, those of theoretical grammar with

TABLE VII

CORRELATION OF THE PERCENTAGES (AVERAGES) ON THE THEORETICAL FORMS OF THE AMERICAN COUNCIL FRENCH GRAMMAR TEST AND THE GRADE POINT AVERAGES IN ALL SUBJECTS (INTELLIGENCE) OF FRENCH TEACHING MAJORS IN SEVEN STATE INSTITUTIONS

	<i>Med.</i>	<i>Mean</i>	σ	<i>r</i>	<i>N</i>
<i>Institution 1</i>					
Per. on Theo. Forms	39.5	37.52	14.25	.41	17
Total Grade Point Ave. (Intell.)	1.56	1.61	.47		
<i>Institution 2</i>					
Per. on Theo. Forms	37.5	37.66	11.80	.87	15
Total Grade Point Ave. (Intell.)	1.88	1.99	.50		
<i>Institution 3</i>					
Per. on Theo. Forms	44.4	42.66	11.75	.25	25
Total Grade Point Ave. (Intell.)	1.48	1.61	.29		
<i>Institution 4</i>					
Per. on Theo. Forms	32.5	32.03	13.25	.54	19
Total Grade Point Ave. (Intell.)	1.81	1.78	.57		
<i>Institution 5</i>					
Per. on Theo. Forms	33.13	32.58	11.95	.61	25
Total Grade Point Ave. (Intell.)	2.03	1.86	.45		
<i>Institution 6</i>					
Per. on Theo. Forms	52.08	52.15	10.55	.40	17
Total Grade Point Ave. (Intell.)	2.28	2.07	.49		
<i>Institution 7</i>					
Per. on Theo. Forms	58.44	57.49	15.95	.53	45
Total Grade Point Ave. (Intell.)	1.84	1.84	.42		
<i>All Institutions</i>					
Per. on Theo. Forms	44.04	42.61	16.60	.39	163
Total Grade Point Ave. (Intell.)	1.82	1.82	.49		

those of intelligence (for example, those of institutions no. 3, no. 5, no. 6, and no. 7) we find the relationship less constant than between the pairs in Table VI. This would appear to indicate that habituation in functional grammar not only produces higher achievement than theoretical grammar (arrived at by rationalization) but it also harmonizes more constantly with general intelligence as indicated by the grade point averages. This sounds para-

doxical when one recalls that abstract thinking is considered one of the highest forms of intelligence.

TABLE VIII

CORRELATION OF GRADE POINT AVERAGES IN FRENCH OF FRENCH TEACHING MAJORS WHO TOOK THE AMERICAN COUNCIL FRENCH GRAMMAR TESTS, FUNCTIONAL AND THEORETICAL, AND OF THEIR GRADE POINT AVERAGES IN ALL SUBJECTS (INTELLIGENCE) AT SEVEN STATE INSTITUTIONS

	<i>Med.</i>	<i>Mean</i>	σ	<i>r</i>	<i>N</i>
<i>Institution 1</i>					
Grade Point Ave. in French	1.91	1.90	.46	.82	17
Total Grade Point Ave. (Intell.)	1.56	1.61	.47		
<i>Institution 2</i>					
Grade Point Ave. in French	1.94	2.04	.52	.94	15
Total Grade Point Ave. (Intell.)	1.88	1.99	.50		
<i>Institution 3</i>					
Grade Point Ave. in French	1.64	1.82	.42	.66	25
Total Grade Point Ave. (Intell.)	1.48	1.61	.29		
<i>Institution 4</i>					
Grade Point Ave. in French	1.90	1.92	.48	.83	19
Total Grade Point Ave. (Intell.)	1.81	1.78	.57		
<i>Institution 5</i>					
Grade Point Ave. in French	2.19	2.13	.45	.91	25
Total Grade Point Ave. (Intell.)	2.03	1.86	.45		
<i>Institution 6</i>					
Grade Point Ave. in French	2.06	2.07	.59	.69	17
Total Grade Point Ave. (Intell.)	2.28	2.07	.49		
<i>Institution 7</i>					
Grade Point Ave. in French	2.09	2.03	.43	.79	45
Total Grade Point Ave. (Intell.)	1.84	1.84	.42		
<i>All Institutions</i>					
Grade Point Ave. in French	2.00	2.07	.49	.78	163
Total Grade Point Ave. (Intell.)	1.82	1.82	.49		

We have set forth in Table VIII various data concerning the French teaching majors examined in our experiment. The correlations between all their grade points in French and their grade points in all subjects run from .66 to .94, that of the group being

.78. This is a high correlation between a given subject and an index of intelligence, much higher than usually occurs in such comparisons. For instance, V. A. C. Henmon found the correlation between the A. C. Psychological Examination and first semester English final marks at Wisconsin for the fall term of 1928-29 to be .52; the present writer learned that the correlation of this same test and the composite percentile rank on the A. C. Alpha French Test administered to second semester French students at Wisconsin in June, 1931, was .52; that between this same test (psychological) and the second semester French final marks of the preceding group it was .42; that between the grade point average in all subjects and the composite percentile rank of the A. C. Alpha French Test it was .59; that between the grade point averages in all subjects and the final grades in the same French group it was .70. A further examination of Table VIII brings out the striking fact that the medians and means of the grade point averages in French in all but one of the seven institutions exceed those of the total grade point averages. In other words, nearly all the students do better work in their major than in the whole field. This should be expected if not always realized.

What conclusions may we deduce from our experiment? The following seem to be clearly established.

1. Since French teaching majors make higher scores on the functional forms than do simply French majors, grammar must be stressed more in the former than in the latter courses.
2. Since the students register higher achievement in the functional than in the theoretical forms, it appears obvious that habituation in this aspect of learning is more effective than rationalization.
3. Since the students required about two and one-third as much time to answer the theoretical forms as they did to check the functional forms and since the correctors needed about twelve times as much time to grade the theoretical forms as they did to score the functional forms, it follows that a great economy of time and money can be effected by use of the standardized tests whenever it may be possible.
4. Since the correlation between functional grammar and total knowledge of French is higher than that between theoretical grammar and total knowledge of French, it follows that the former

type is more indispensable than the latter in the mastery of a language. The measures of central tendency and of variability for the whole group of 163 cases in Tables IV and V support this conclusion.

5. Since the correlation between functional grammar and theoretical (formal) grammar is only .75, we can not safely conclude that the two forms of grammar are not closely related nor that they should not be more closely related. In fact they are more so than the A and B functional forms administered to the same students which gave a correlation of .73. In spite of these reservations a study of all the results of the testing would lead one to believe that theoretical or formal grammar compared with functional grammar is more valuable as a form of discipline in abstract thinking than in acquiring the practical mastery of a language.

6. Since functional grammar correlates more highly with total knowledge of French than does theoretical grammar, and since French correlates highly with intelligence, it would seem logical to stress functional rather than formal grammar in language study.

Frederic D. Cheydeur

University of Wisconsin

EAR TRAINING IN THE TEACHING OF PRONUNCIATION

(*Author's Summary.*—The teaching of pronunciation upon a physiological basis, plus consistent, continued ear training designed to develop ability in the diagnosis of aural and physical characteristics of sounds heard.)

TEXTBOOKS are more and more presenting the pronunciation of modern foreign languages from the physiological, as well as the phonetic, standpoint and this avenue of approach can not be too highly praised. Some have introduced actual photographs showing the position assumed by the lips and jaw in producing a given sound. Many give diagrams and the physical description is receiving increasing attention. Were it not that this angle of attack is so commendable and that, according to the old saying, one should not look a gift horse in the mouth, one might remark that some of the descriptions seem a bit odd and none too simple. Lost in the unfamiliar directions and technical terms relative to location of tip of tongue, disposition of blade of tongue, retraction or protrusion of the lips, quality of sound as to whether voiced, voiceless, labial, fricative, dental, closed, open, etc., the student may fail to comprehend just what actually is intended and not produce the right sound. The vernacular is acquired almost subconsciously, without formal training in the mechanics of speech: the student has probably never had an explanation as to the position of tongue, lips and teeth in the production of any English words. He is not aware of just what happens when he pronounces the word "day," for example, and the fact that he makes a glide or vanish sound is not even known to him. However, in the majority of cases the physiological presentation is well done and of incalculable value. Given a certain degree of opening of the mouth, a certain location of the tongue, certain positions of the lips, one can positively state that such and such a sound must be the result. All mouths are not exactly alike but the resulting sounds will be close enough to that which is intended to be acceptable. The physiological would seem to be the fundamental way to attack the study of pronunciation.

But in spite of the excellence of this approach the results may still fail to be satisfactory. Our ubiquitous glide or vanish is so ingrained that our pronunciation of the foreign word, even though creditably begun, is apt to finish all wrong. Then, too, our lack of

crispness or tenseness in speech may cause the student to fail to attain the correct physiological position for a given word, although he may think that he has followed directions implicitly. Furthermore, certain consonants have not been carefully enough presented for the American student to make suitable differentiation between their sound in the vernacular and in the foreign tongue. Consequently such consonants as *p*, *b*, *l*, *d*, and *t* are likely to be English in location and sound.

Just here one recognizes the necessity for ear training. In music, for example, there are carefully worked out courses training the student in knowledge and appreciation of the intervals of the scale, so that he can feel the skips and tell whether the interval sung is a third, a fifth, a fourth, a sixth, or what not. In language pronunciation we need more attention to just this thing. Doubtless considerable drill that resembles it is done at present, but taking our teaching by and large there must be a lack of it or our students would not retain so many traits of the vernacular in their pronunciation of the foreign words. Perhaps the reason is that the teachers themselves have not sufficiently considered the importance of cultivating a diagnosis ability based upon the physiological. Also, many teachers fail to listen critically to their own pronunciation and do not think to observe the physiological basis of their own speech in the foreign tongue. A thorough knowledge of this physiological basis and a keenly cultivated ability to diagnose what is heard from this basis are the essentials of good teaching of pronunciation. Both teacher and student must strive continuously and consistently to listen to the sounds made or heard, in order to tell if they are correct or, should they be wrong, to diagnose whether the fault is caused by too great a jaw opening, by improper position of the lips, by a relaxation of the jaw which permits a glide to enter in, by a location too far forward or too far back in the mouth, etc. The teacher must have a good pronunciation, in the first place, but mere imitation on the part of the students will never result in a creditable student performance in as short a time as is sufficient to achieve some showing by the physiological method. And one may question whether true accuracy of pronunciation, at least of any *lasting* character, can ever be achieved simply by imitation.

Just at present many schools are stressing the value of training in pronunciation through laboratory practice with phonograph records. Elaborate laboratories have been fitted up, special arrangements permit a considerable number of students to listen simultan-

eously and practise reproduction individually, and work is done on an extensive scale. This is really teaching pronunciation by imitation, unless the aural practice done alone is accompanied by teacher-directed training in diagnosis. It would not be fair to say that good results are not obtained by the phonograph laboratory method, for such practice could not fail to have beneficial effect. But would the results not be much more satisfactory in a given time if definite training in diagnosis were made a part of the course?

Here at Illinois an experiment was carried on, during the fall semester, with a class of seniors, French majors, who underwent an extensive drill in phonetics, physical basis of French sounds, ear training, and laboratory phonograph practice, as part of the course in Teacher Training in French. Each student made a dictaphone record at the beginning of the work, and after the semester's drill in all the phases enumerated, made a second record for comparison with the first. Needless to say there was definite improvement. But the interesting aspect of the experiment lay in the fact that in the final record there appeared mistakes that had been largely eradicated during the ear training work earlier in the course, before the individual laboratory phonograph practice. A check was kept of the very common errors, such as the *o* sound in place of *a*, in words like *parler*; the *o* sound in place of *ɔ* in such words as *fort* and *accorder*; the mispronunciation of the Imperfect Indicative endings and nouns endings in *et*; and the introduction of a glide in the *er*, *ez*, and *é* endings. During ear training drill with the teacher these faults had seemed to disappear and the class was conscious of the necessity of guarding against them. Diagnosis seemed well presented and the students were beginning to check their own speech with genuine interest and some success. But when they were permitted to practice individually with model records and concentrated upon imitation of what they heard, they failed to give sufficient attention to diagnosis and fell back into their former errors. There was very decided improvement, of course, and they felt pleased with the work as a whole, but to the teacher the significant feature of the course was the superior quality of their work during the teacher-supervised ear training drill. Manifestly they had not had extensive and intensive enough work to completely eradicate the faults, but the experiment showed a decided advantage to the credit of ear training.

CAMERON C. GULLETTE

University of Illinois

DENN, DA, AND WEIL

DENN, da, and weil, the three German conjunctions, are causal according to the usage of today. Yet, related as they are, they offer some differences which are seldom explained clearly in the average "beginners'" book for use in American schools. Some of the authors of these books even interchange denn and weil in their exercises, obviously to illustrate the different word order which follows each one respectively, yet in so doing, they disregard the change of emphasis brought about by the use of weil or denn. Other beginners' books point out that da and denn are identical, that both give the logical cause and that the only difference is that denn is coördinating while da is subordinating. They, too, stress the word order, not the real difference in meaning. As to da and weil, most of these books agree that da represents the logical cause while weil accentuates the real or moral cause (*Realgrund*).

If we try to follow the development of these three conjunctions, we find some very interesting facts: Weil and da were formerly often used for temporal not causal conditions. We only need to think of the folksong, "Freut Euch des Lebens, weil noch das Lämpchen glüht," or of Schiller's statement: "Das Eisen muss geschmiedet werden, weil es glüht," or that of Heinrich Voss: "Freut Euch, weil der Frühling währet," and we see that weil in these quotations means "solange wie." Undoubtedly this temporal use of weil is derived from die Weile, synonymous with die Zeit, as we still find this meaning in die Kurzweil and in langweilig. Martin Luther uses this temporal meaning of weil in dieweil. We read in the Acts: "Dieweil er sich verantwortete," which would be replaced in modern German by: "Während er sich verantwortete." The English Bible uses this modern word for the German während. It reads: "While he answered for himself." The use of dieweil is still found in the poetical language of today, dieweil and derweil being used interchangeably. Ludwig Uhland, for instance, uses derweil quite frequently. He closes his poem, "Der Schildträger," with the following words:

"Um Gott, Herr Vater, zürnt mir nicht
Dasz ich erschlug den groben Wicht,
Derweil Ihr eben schliefet."

And in his song, "Der gute Kamerad," which has so justly become a folksong, he sings:

"Will mir die Hand noch reichen,
Derweil ich eben lad!"

This temporal meaning of *weil* has disappeared in modern German.

Da as a conjunction also formerly denoted time, sometimes even place. Again, we find many of these temporal uses of da in Luther's translation of the Bible, St. Mark, for instance: "Und am ersten Tage der süßen Brode, da man das Osterbaum opferte, sprachen seine Jünger zu ihm". Today we would say als, meaning at the time when. This same use of da is found in the classics. Schiller says in "Der Graf von Habsburg":

"Und da ich mich nahe des Baches Steg,
Da hat ihn der strömende Giessbach hinweg
Im Strudel der Wellen gerissen."

and in "Wilhelm Tell": "Werd' ein Fürstenknecht, da du ein Selbst-herr sein kannst." Klopstock in his "Frühlingsfeier" sings:

"Da der Hand des Allmächtigen die grösseren Erden entquollen,
Die Ströme des Lichts rauschten und Siebengestirne wurden,
Da entrannest du, Tropfen, der Hand des Allmächtigen!"

and in "Unsere Sprache":

"Ist was wir selbst in jenen grauen Jahren,
Da Tacitus uns forschte, waren,
Gesondert, ungemischt, und nur sich selber gleich."

Also in Goethe's writings we find many of these temporal da's. In "Trost in Thränen" we find:

"Wie kommt's, dasz du so traurig bist,
Da alles froh erscheint?"

and in "An Lottchen": "Da du uns auf reich bebauter Flur," and in "Torquato Tasso":

"Der Greis, der Würdigste, dem eine Krone
Das Haupt belastet, denkt der Zeit,
Da er in seinen Arm dich schloss."

The use of da as a conjunction denoting place is not as frequent as its use to denote time. Yet Goethe says in "Torquato Tasso":

"Da auf der freien Erde Menschen sich,
Wie frohe Herden im Genuss verbreiteten,
Da ein uralter Baum auf bunter Wiese
Dem Hirten und der Hirtin Schatten gab."

This da means der Platz, wo or auf dem. However, this use of the conjunction da to denote place or time is not common in every-day language; only in poetical language is it used as dieweil. Its meaning now is causal: as or since.

And now to denn. Grimmelshausen in his "Simplizissimus" uses the old form dann instead of denn, for instance: "Dann er ist Gottes Stuhl." This dann has in the course of time changed to denn, probably to avoid confusing the conjunction with the adverb dann. There was formerly also another meaning of denn. We read in the Bible: "Ich lasse dich nicht, du segnest mich denn." This denn has the force of "wenn du mich nicht segnest," or translating into English, "unless."

Interesting as these former uses of denn, da and weil may be, they are of no importance to the beginner in German. For him it is confusing enough to learn that all three give the reason for something that has happened, or is happening. Which one should he use?

Denn is coördinating and is used to introduce a main clause. By this very fact it distinguishes itself from the other two, and hence can never be substituted for either da or weil. If both statements, the fact and the reason, are of equal importance we do not use a subordinate clause, but two principal ones, and denn is thus the only conjunction we can use. It serves, by connecting two such statements, to equalize them. The second statement is just as important as the first. The emphasis rests equally on both of them; neither the fact nor the cause is accentuated. Denn can never be used as an answer to the question, "Warum?" (why), although many teachers accept such an answer with denn after warum or weshalb. Warum ist er nicht hier? Denn er ist krank—is an absurdity and should not be tolerated. Such teachers follow the line of least resistance in accepting it. Surely, it is so easy: denn requires no transposed word order. Luther in his wonderful understanding of fine shades of meaning in German gives us the best examples of the correct use of denn in the Sermon on the Mount (Bergpredigt): "Selig sind die da geistlich arm sind, denn das Himmelreich ist ihr." We read in Goethe's "Faust":

"Denn was man schwarz auf weiss besitzt,
Kann man getrost nach Hause tragen."

Friedrich Hebbel lets his Genoveva say: "Ein Weib verhüllt den Schmerz, denn er ist hässlich und befleckt die Welt." Schiller uses *denn* in the same way. In his "Lied von der Glocke" alone we can find example after example.

The independent force of *denn* is apparent from the fact that the *denn* clause often stands alone as a sentence to complete the thought of a preceding sentence. The whole concept of the fact clause is then concentrated in this *denn*, which gives the reason for the previous statement. This is a proof that the weight of the statement rests on both clauses equally. Luther quite often uses *denn* in this way. In St. John we read: "Wer nicht recht thut, der ist nicht von Gott, und wer nicht seinen Bruder lieb hat. Denn das ist die Botschaft, die ihr gehört habt."

It is quite different with *da* and *weil*. Both are subordinating conjunctions and stand in a different relationship to the main clause, the weight and importance of the respective fact and cause being the significant factor. But it is not the logical or moral cause that determines the use of *da* and *weil*, it is what the speaker wishes to stress. When in an assertion comprising main and dependent clause, the weight lies on the motivation, that is, on the reason or cause, *weil* must be used. The main clause is then the accessory circumstance. *Weil* always shifts the emphasis, the stress, from the main clause to the dependent clause introduced by *weil*. It must always be used in answer to the question *warum*, *weswegen* or *weshalb*. These interrogatives may or may not be expressed, yet they must be in the speaker's mind. How much the accent lies on the *weil* clause is seen from the fact that we never repeat the main clause, but simply say: "Weil . . . etc." If *darum*, *deshalb*, *deswegen*, *besonders*, *vor allem*, occur in the main clause, the dependent clause must begin with *weil*. All these words point towards the great importance of the causal clause. Simplizissimus sings:

"Drum bist du billig hoch zu ehrn,
Weil du uns alle tut ernährn."

Wilhelm von Humboldt in his essay on Schiller writes: "Nur weil Schiller die allerdings höhere Anstrengung des Geistes mehr schätzt, konnte er sich weniger mit der geringeren befreunden." It is quite

obvious that the accent is on the *weil* statement. Wilhelm Grimm says in an essay about "Kinder- und Hausmärchen": "Weil diese Poesie dem ersten und einfachsten Leben so nahe liegt, so sehen wir darin den Grund ihrer allgemeinen Verbreitung." It is not the general circulation of these stories that he wants to emphasize, but their close relationship to the simple and primitive life of the people.

On the other hand, when in an assertion comprising a main and a dependent clause, the emphasis rests on the statement of a fact, the dependent clause becomes the accessory circumstance. This dependent clause, subordinate not only in construction but also in sense, must be introduced by *da*. For the real purpose of such a statement is to establish the fact; the weight, therefore, lies on the main clause. How much the *da* clause is tied up with its main clause is seen from the fact that it is never used without its main clause. "*Da er krank ist*" is just as impossible as "*Denn er ist krank*." But the reason for their being incorrect is, as we have seen, not the same.

Lessing in his "Hamburgische Dramaturgie" gives us an excellent illustration of the use of *da* and *weil*. He says: "*Da sie zu leichtlich glaubt, irrt muntre Jugend fort*." Here a father is warning a youth who too optimistically hopes for the future. Then the older man realizes that this hopelessness is just what is characteristic of old age and so he continues: "*Das Alter quält sich selbst, weil es zu wenig hofft*." We see what Lessing wants to accentuate: the main clause in the *da* statement, the dependent clause in the *weil* statement. Lessing gives these two sentences as illustrations for the correct gestures of an actor. We need not think of gestures but of our voice when we want to illustrate the difference between *denn*, *da*, and *weil*. In the sentence, "*Geh jetzt lieber nicht, denn es regnet*," we keep our voice in the same modulation. In the sentence, "*Ich gehe jetzt nicht, weil es regnet*," our voice involuntarily rises on the *weil* clause, and in the sentence, "*Da es so stark regnet, gehe ich lieber nicht*," the stress falls on "*gehe ich lieber nicht*." It is this stress that determines which of the three conjunctions we shall use.

LOTTE OLGA LOHSTOETER

University of Pittsburgh, Pa.

A LIST OF NOVELS FOR COLLATERAL READING

THE suggestion has been made that pupils would profit by a correlation between their work in modern foreign languages and in English. For example, they would probably increase their interest in and knowledge about the foreign country whose language they are studying if they were allowed to secure some measure of credit in English for worth-while outside reading descriptive of foreign countries. If, by some arrangement between the English and modern language departments, this could be done, more progress would be possible in the attainment of one of the aims of modern language teaching proposed by the *Modern Foreign Language Study*, namely, "a knowledge of the foreign country, past and present, and of a special interest in the life and characteristics of its people."

As a help to modern language teachers who may be interested in an experiment of this nature, the following list of novels is presented. No claims are made to comprehensiveness; it is simply a list compiled from whatever sources happened to be at hand, mainly from Jonathan Nield's *Guide to the Best Historical Novels and Tales* (The Macmillan Company, 1929, \$9.00).

FRANCE

AINSWORTH, W. H., *The Admirable Crichton* (E. P. Dutton and Co., 1928, \$1.00) Paris, 1579.

ALDANOV, M. A., *The Ninth Thermidor* (Alfred A. Knopf, 1926, \$2.50) Revolution.

AMINOFF, Leonie, *Torchlight Series of Napoleonic Romances* (E. P. Dutton and Co., 1921-1927) *Ambition*, (\$2.00); *Glory*, (\$2.50); *Success*, (\$2.00); *Triumph*, (\$2.50); *Victory*, (\$2.50).

AUBRY, Octave, *The Lost King* (Frederick A. Stokes Co., 1927, \$2.50) *Romance of Louis XVII of France; Empress Might-Have-Been* (Harper and Brothers, 1927, \$2.50) Romance of Marie Valevska and Napoleon.

de BALZAC, Honoré, *Complete Works* 36 volumes, (L. C. Page and Co., \$81.00, or \$2.25 each volume).

BANGS, Mary R., *Story of Jeanne d'Arc* (Houghton Mifflin Co., 1910, \$2.00).

BARBUSSE, Henri, *Under Fire* (Sous le feu) (E. P. Dutton and Co., 1928, 80 cents) Realistic story of World War.

BARRES, Maurice, *Collette Baudoche* (Henry Holt and Co., 1919, 88 cents) Story of French girl in Metz under German rule.

BAZIN, René, *The Children of Alsace* (Bretano, 1915, \$1.25) Alsace under German rule.

BELLOC, Hilaire, *Miniatures of French History* (Harper and Brothers, 1926, \$3.50); *Marie Antoinette* (G. P. Putnam's Sons, 1924, \$5.00); *The Girondin* (Thomas Nelson and Sons, London, 1 s. 6 d.); *Danton* (G. P. Putnam's Sons, 1928, \$5.00) Revolutionary times.

BIRKHEAD, Alice, *Story of the French Revolution* (T. Y. Crowell Co., 1923, \$1.75).

BLASCO-IBANEZ, Vincente, *The Four Horsemen of the Apocalypse* (E. P. Dutton and Co., 1918, \$2.00) Vivid story of the World War.

BOWEN, Marjorie, *The Quest of Glory* (Methuen and Co., London, 1928, 3 s. 6 d.) Romance of Vauvenargues, the French thinker and writer.

CASTLE, Agnes and E., *If Youth but Knew* (John Murray, London, 1 s. 6 d.) Westphalia and Cassell under Jerome Bonaparte.

CHAMBERS, Robert W., *Lorraine* (Harper and Brothers, 1897, \$2.25); *ashes of Empire* (Frederick A. Stokes and Co., 1898, \$2.00) Franco-Prussian War.

CONRAD, Joseph, *Suspense* (Doubleday, Doran, 1925, \$2.00) Waiting for Napoleon's return from Elba.

DAVIS, H. W. C., *Charlemagne* (Charles Scribner's Sons, 1900, \$2.50).

DAVIS, W. S., *The White Queen* (Falaise of the Blessed Voice) (The Macmillan Co., 1925, \$2.00) Youth of St. Louis.

DEHAN, Richard, *Between Two Thieves* (William Heineman, London, 3 s. 6 d.) Louis-Philippe's time in France.

DICKENS, Charles, *A Tale of Two Cities* (L. C. Page and Co., London, \$2.25) French Revolution.

DOYLE, A. Conan, *Sir Nigel; The White Company* (Dodd, Mead and Co., 1927, \$1.00) Hundred Years' War.

—, *The Refugees* (Harper and Brothers, 1921, \$2.50) The Old World and the New; Paris under Louis XIV, and Canada.

—, *The Exploits of Brigadier Gérard* (John Murray, 3 s. 6 d.) Napoleonic times.

DRUMMOND, Hamilton, *The Justice of the King* (The Macmillan Co., 1913, 75 cents) France under Louis XI.

DUMAS, Alexandre, *Complete Works* (L. C. Page and Co., 40 volumes, \$90.00, separately at \$2.25 each) Many famous historical romances.

ECCOTT, W. J., *A Demoiselle of France* (B. H. Blackwood, London, 6 s.) About 1662.

ERCKMAN, Emile and CHATRAIN, A., *Conscript of 1813; Waterloo*, (Charles Scribner's Sons, \$1.00 each) Napoleonic wars.

EVERSLEIGH, E. G., *The Rose of Béarn* (Stanley Paul, London, 1926, 3 s. 6 d.) Southwest France just before Revolution.

FRANCE, Anatole, *Uniform Library Edition* (Dodd, Mead and Co., \$3.00 per volume) English translations of all his works. Also available at cheaper prices.

GOSSELIN, Louis L. T., *Paris in the Revolution* (Bretano, 1925, \$4.50); *Robespierre's Rise and Fall* (Doubleday Doran and Co., \$6.00); *Two Royalist Spies of the French Revolution* (Henry Holt and Co., 1924, \$2.75).

HAMILTON, Bernard, *The Giant* (Hutchinson and Co., London, 1926, 7 s. 6 d.) Danton's time.

HUTCHINS, F. and C., *The Sword of Liberty* (Charles Scribner's Sons, \$1.75, 1921).

HUGO, Victor, *Complete Works* (L. C. Page and Co., 16 volumes, \$36.00; separately, \$2.25 each).

JAMES, G. P. R., *Richelieu* (E. P. Dutton and Co., 1919, 80 cents) France in 1642.

JONES, H. Bedford, *St. Michael's Gold* (G. P. Putnam's Sons, 1926, \$2.00) Revolutionary times.

DE LA FAYETTE, Mme., *The Princess of Cleves* (E. P. Dutton and Co., \$3.00) Mostly about Louis XIV period.

LOCKE, William J., *The Joyous Adventures of Aristide Pujol* (John Lane, 7 s.); *The Beloved Vagabond* (Dodd, Mead and Co., \$2.50); *The Rough Road* (Dodd, Mead and Co., \$2.50); *The Wonderful Year* (Dodd, Mead and Co., \$2.50).

MCCARTHY, Justin H., *If I Were King* (Harper and Brothers, \$2.00) Story of Villon.

MITCHELL, S. Weir. *The Adventures of François; Foundling, Thief, Juggler, and Fencing Master* (The Century Co., 1909, \$2.00) France 1777-1794.

DE MAUPASSANT, Guy, *Golden Tales From Maupassant* (Dodd, Mead and Co., \$2.50, 1928).

D'ORCZY, Baroness, *The Scarlet Pimpernel* (G. P. Putnam's Sons, 1905, \$2.50); *Eldorado* (Doubleday, Doran, 1913, \$2.00); *The Elusive Pimpernel* (Dodd Mead and Co., 1908, \$2.00); *The League of the Scarlet Pimpernel*, (Doubleday, Doran, 1919, \$2.00); *The Triumph of the Scarlet Pimpernel* (Doubleday, Doran, 1922, \$2.00); *Lord Tony's Wife* (Doubleday, Doran, 1917, \$2.00); *I Will Repay* (J. B. Lippincott, 1906, \$2.00); *Sir Percy Hits Back* (Doubleday, Doran, 1927, \$2.00) Series of French Revolution tales concerning the "League of the Scarlet Pimpernel" which rescues innocent Revolution prisoners; *The Bronze Eagle* (Hodder, 2 s.) France and Belgium during the return from Elba and the Hundred Days.

PEMBERTON, Max, *The Hundred Days* (Cassell and Co., 2 s. 6 d.) Napoleon.

PERKINS, J. B., *Richelieu* (E. P. Dutton and Co., 1900, \$2.50); *France in the American Revolution*; *France under the Regency*; *France under Louis XV*; *France under Mazarin* (Houghton Mifflin Co., \$3.00 each).

PERKINS, Lucy F., *French Twins* (Houghton Mifflin Co., 1918, \$1.75).

PRICE, Eleanor C., *Alix of the Chateau* (George C. Harrap and Co., 1924, 3 s. 6 d.) Marie de Médicis.

PUTNAM, Ruth, *Charles the Bold* (E. P. Dutton and Co., \$2.50, 1908).

READE, Charles, *The Cloister and the Hearth* (Dodd, Mead and Co., \$2.00) Various countries of Europe 1465-1485.

RUNKLE, Bertha, *The Helmet of Navarre* (The Century Co., 1901, \$2.00) Paris under Henry of Navarre.

SABATINI, Rafael, *The Trampling of the Lilies* (Houghton Mifflin and Co., 1926, \$2.00) Picardy before and during the revolution; *The Nuptials of Corbal* (Houghton Mifflin and Co., 1927, \$2.00) Story of the "Terror" period; *Bardelys the Magnificent* (Houghton Mifflin Co., 1924, \$2.00) Paris and Languedoc, 1632, Orleanist Rebellion; *Scaramouche* (Houghton Mifflin Co., 1921, \$2.00) French Revolution.

SCOTT, Sir Walter, *Quentin Durward* (D. Appleton and Co., \$2.50) Fifteenth century France.

SHEEHAN, P. A., *The Queen's Fillet* (Longmans, Green and Co., 1911, \$2.00) Revolution in France, bringing in many historic personages.

STEPHENS, R. N., *An Enemy to the King*; and its sequel, *The Bright Face of Danger*; *The Sword of Bussy*; *The Road to Paris* (L. C. Page and Co., \$2.00 each) French romances.

TAPPAN, Eva M., *Hero Stories of France* (Houghton Mifflin Co., \$1.75).

TARKINGTON, Booth, *Beauty and the Jacobin* (Harper and Brothers, 1912, \$1.75); *Monsieur Beaucaire* (Doubleday, Doran, 1915, \$1.75) France under Louis XIV.

THEURIET, André, *The Canoness* (La Chanoinesse) (Thomas Nelson and Sons, 50 cents) Eastern France 1789-1793.

Things Seen in Normandy and Brittany (E. P. Dutton and Co., \$1.50) also *Paris*; and *Provence*.

DE VERE STACPOOLE, H., *François Villon, His Life and Times* (E. P. Putnam's Sons, \$2.50).

DE VIGNY, Alfred, *Cinq Mars* (Thomas Nelson and Co., 50 cents) Conspiracy in time of Louis XIII.

WILMOT-BUXTON, Ethel M., *Stories From Old French Romances* (Frederick A. Stokes Co., 1910, \$1.25); *Jeanne d'Arc* (Frederick A. Stokes Co., 1914, \$1.50).

GERMANY

DAVIS, W. S., *The Friar of Wittenberg* (The Macmillan Co., 1912, \$2.50) Reformation in Germany; *Life on a Medieval Barony* (Harper and Brothers, 1923, \$3.50) Description.

DEHAN, Richard, *The Man of Iron* (Frederick Stokes Co., 1928, \$3.00) Bismark and the Franco-Prussian War.

FEUCHTWANGER, Lion, *Jew Süss* (Power) (Viking Press, 1926, \$2.50) Wurtemberg, 1730-1740; *The Ugly Duchess* (Viking Press, 1928, \$2.50) Tyrol, Bavaria, and Mid-Europe, 1336-1360.

FRENSENSEN, Gustav, *Jörn Uhl*, (L. C. Page and Co., \$1.75) German provincial life at time of Franco-Prussian War.

GRIER, Sidney C., *The Strong Hand*; *Out of Prison* (Blackwood, 6 s.) Connected novels of Germany, Paris, and Fontaineblau in Napoleonic times.

VON GRIMMELSHAUSEN, Hans, *The Adventurous Simplicissimus* (E. P. Dutton and Co., 1924, \$5.00) Germany, Thirty Years' War.

KINGSLEY, Henry, *Valentin; a French Boy's Story of Sedan* (Longmans, Green and Co., \$1.50).

MAJOR, Charles, *A Gentle Knight of Old Brandenburg* (The Macmillan Co., 1909, \$2.00) Frederick William I of Prussia and his court.

REMARQUE, Erich, *All Quiet on the Western Front* (Little, Brown and Co., 1929, \$2.50) Novel of the World War from the German private's point of view.

SCOTT, Sir Walter, *Anne of Geierstein* (Houghton Mifflin Co., \$2.50) Later Medieval Germany.

SUDERMANN, H., *Regina (Der Katzensteg)* (Dodd, Mead and Co., \$2.00) East Prussia, 1814.

DE VERE STACPOOLE, H., *The Drums of War* (Eveleigh Nash and Grayson, 2 s. 6 d.) Germany and France in Second Empire Period.

WASSERMANN, Jacob, *The Triumph of Youth* (Boni Leveright Co., 1927, \$2.00) Germany during Thirty Years War.

WEYMAN, Stanley J., *The Traveller in the Fur Cloak* (Longmans, Green and Co., 1924, \$2.00) Germany 1809.

SPAIN AND SOUTH AMERICA

ARDAGH, W. M., *The Knightly Years* (John Lane 7s.) Canary Islands and Spain, Ferdinand and Isabella.

BELLAMY, Francis, *Spanish Faith* (Harper and Brothers, 1926, \$2.00). Old Mexico and the Caribbean.

BLASCO-IBANEZ, Vincente, *The Pope of the Sea* (E. P. Dutton and Co., 1927, \$2.50) Avignon and Spain under the rival popes, early fourteenth century.

BOWEN, Marjorie, *A Knight of Spain* (Thomas Nelson and Sons, 1927, 1 s. 6 d.) Don John of Austria and Philip II of Spain, 1576-1578.

CAMERON, Margaret, *The Pretender Person* (Harper and Brothers, 1911, \$2.00).

DE CERVANTES, Miguel, *Adventures of Don Quixote* (E. P. Dutton and Co., \$2.50).

CHAMBERLAIN, G. A., *Not All the King's Horses* (Bobbs Merrill Co., 1919, \$2.00).

COMFORT, Will, *Somewhere South in Sonora* (Houghton Mifflin Co., 1927, \$2.00).

CONRAD, Joseph, *The Arrow of Gold* (Doubleday, Doran, \$2.50). Spanish Carlist intrigues.

CRAWFORD, F. Marion, *In the Palace of the King* (The Macmillan Co., 1925, \$1.75) Madrid in 1574, Don John of Austria and Philip II of Spain.

GRIER, Sydney C., *A Young Man Married* (Blackwood, 6 s.) Spain 1812-1813.

GAUTIER, Theophile, *A Romantic in Spain* (Alfred A. Knopf, 1926, \$3.00) Translated from *Voyage en Espagne*.

GEROULD, Katherine F., *Conquistador* (Charles Scribner's Sons, 1923, \$1.50).

HAGGARD, H. RIDER, *Montezuma's Daughter* (Longmans, Green and Co., 1893, \$1.75) England, Spain, and Mexico, 1515-1525.

HAMBY, William, *The Ranch of the Thorn* (A. L. Burt and Co., 1925, 75 cents).

HAMILTON, Bernard, *His Queen* (Hutchinson and Co., 1927, 7 s. 6 d.) Genoa, Lisbon, Seville in Columbus' time.

HOUGH, Emerson, *Mother of Gold* (D. Appleton and Co., 1924, \$2.00).

IRVING, Washington, *Conquest of Granada* (E. P. Dutton and Co., 1910, Everyman's Library, \$1.00).

JANVIER, Thomas, *Aztec Treasure House* (Harper and Brothers, 1918, \$2.00).

LARRETA, Enrique, *The Glory of Don Ramiro* (E. P. Dutton and Co., 1924, \$2.50) Spain and the Inquisition, 1570-1600.

LAURENCE, D. H., *The Plumed Serpent* (Alfred A. Knopf, 1926, \$3.00).

PLUNKET, Irene L., *Stories from Medieval Spain* (The Macmillan Co., \$2.40, 1923).

SABATINI, Rafael, *The Snare* (Houghton Mifflin Co., 1922, \$2.00) Portugal and Lisbon in Peninsular Campaign, 1810.

SMITH, Wallace, *The Little Tigress* (G. P. Putnam's Sons, 1923, \$2.50).

Things Seen Series (E. P. Dutton and Co., \$1.50 each) Spain, Pyrenees.

WALLACE, Lew, *The Fair God* (Houghton Mifflin Co., 1873, \$2.50) Mexico, 1520.

WALTERS, Frank, *Fever Pitch* (Frederick A. Stokes Co., 1930, \$2.50) Mexico.

WHITAKER, Herman, *The Planter* (Harper and Brothers, 1909, \$2.00).

WHITE, Edward L., *El Supremo* (E. P. Dutton and Co., 1916, \$2.50) Paraguay in 1816.

BOOKS FOR YOUNGER CHILDREN

FRANCE

BROOKS, E. S., *The True Story of Lafayette* (Lathrop, 1899, \$2.00); *A Boy of the First Empire* (The Century Co., 1894, \$1.75) Times of Napoleon.

DALKEITH, Lena, *Stories from French History* (E. P. Dutton and Co., \$1.00).

DARK, Sidney, *The Book of France for Young People* (Doubleday, Doran, 1923, \$2.50).

EDGAR, J. E., *Cressy and Poictiers* (E. P. Dutton and Co., 1906, 80 cents) England and France, 1344-1370.

HENTY, G. A., *At Agincourt* (Charles Scribner's Sons, 1896, \$1.50); *No Surrender* (1899, \$2.00) Rising in La Vendée; *One of the 28th* (\$2.00) Waterloo; *St. Bartholomew's Eve* (1893, \$2.00); *St. George for England* (1885, \$1.50) Cressy and Poitiers; *In the Reign of Terror* (1896, \$1.50) French Revolution.

LA FONTAINE, Jean, *Fables* (E. P. Dutton's Tales for Children from Many Lands, \$1.00, 1913).

LOWNSBERY, Eloise, *The Boy Knight of Reims* (Houghton Mifflin Co., 1927, \$2.50) Reims in early 15th century; good medieval background.

LANG, Andrew, *Joan of Arc* (E. P. Dutton and Co., Children's Heroes, \$1.00).

MARSHALL, H. E., *Napoleon* (E. P. Dutton and Co., Children's Heroes, \$1.00, 1908).

METHLEY, Violet M., *A Daughter of the Legion* (Cassell and Co., 2 s. 6 d.) Napoleonic times.

PERRAULT, Charles, *Fairy Tales* (Dutton's Tales for Children from Many Lands, \$1.00, 1916).

STEIN, Evaleen, *The Little Count of Normandy; A Little Shepherd of Provence; Pepin* (L. C. Page and Co., 1910, \$1.65 each); *Gabriel and the Hour Book* (L. C. Page and Co., 1906, \$1.65) Normandy at time of Louis XIII and Anne of Brittany.

WOLFF, Jetta S., *Pour la patrie et autres contes d'enfants* (E. P. Dutton and Co., 40 cents).

YONGE, Charlotte M., *The Chaplet of Pearls* (The Macmillan Co., \$1.75) Religious wars in France.

GERMANY

CHARLES, Mrs. E. R., *Chronicles of the Schönberg-Cotta Family* (A. L. Burt Co., 1915, \$1.25) Germany, 1503-1547.

Fairy Tales from Grimm (E. P. Dutton and Co., Told to Children Series, \$1.00).

FROST, W. H., *Wagner Story-book; Firelight Tales* (Charles Scribner's Sons, \$2.00).

HENTY, G. A., *Won By the Sword* (Charles Scribner's Sons, \$1.50) Thirty Year's War; *With Frederick the Great* (Charles Scribner's Sons, 1898, \$1.50).

PYLE, Howard, *Otto of the Silver Hand* (Charles Scribner's Sons, \$2.50) Germany in the late 13th century.

YONGE, Charlotte M., *The Dove in the Eagle's Nest* (The Macmillan Co., \$1.20) Germany 1472-1519.

SPAIN

Fairy Stories from Spain (Dutton's Tales for Children from Many Lands, \$1.00).

GRANT, James, *The Romance of War* (Frederick Warne and Co., \$1.00) Scotland, Flanders, France, and especially Spain, 1812-1815.

HENTY, G. A., *With Moore at Corunna, Under Wellington's Command* (sequel) (Charles Scribner's Sons, 1897, \$1.75); Peninsular campaign in 1808; *By Right of Conquest* (Charles Scribner's Sons, \$1.75). *With Cortez in Mexico; Held Fast for England* (\$1.75) Seige of Gibraltar.

METHLEY, A. A., *The History of Don Quixote* (Frederick A. Stokes Co., \$3.00).

ROBERT D. COLE

University of North Dakota

Correspondence

Paris, le 10 Novembre 1931

Professor C. D. Zdanowicz

*President of the National Federation of Modern Language Teachers
University of Wisconsin, U. S. A.*

MONSIEUR LE PRÉSIDENT ET CHER COLLÈGUE,

Je viens de recevoir le numéro d'Octobre de *The Modern Language Journal* qui contient les "impressions"—singulièrement incomplètes—de M. le Prof. B. Q. Morgan concernant le 11ème Congrès International des Professeurs de Langues Vivantes.

Je regrette très vivement que M. le Prof. Morgan ait été si fâcheusement impressionné par ce Congrès qui a réuni près de 700 professeurs appartenant à 25 pays d'Europe, d'Amérique et d'Asie.

Il est heureux que son jugement sévère ait été partagé par si peu de collègues, à commencer par votre compatriote, M. le Prof. Dondo, de l'Université de Californie, qui a donné un son de cloche tout à fait différent dans *School and Society* (June 6, p. 759).

Cependant nous sommes très reconnaissants au Prof. Morgan d'avoir exprimé franchement sa pensée. Nous n'avons jamais eu la prétention que notre œuvre fut parfaite, si grand qu'eût été le soin que nous avions apporté à la préparer, et nous ne manquerons pas de transmettre à nos successeurs les suggestions soumises par M. le Prof. Morgan. Mais je ne puis m'empêcher de protester amicalement contre l'esprit d'ironie méprisante dans lequel il a cru devoir critiquer nos efforts et ceux de tant de collègues étrangers. Ses appréciations acerbes—and contradictoires—cèlent mal une hostilité que nous étions loin d'attendre d'un collègue que nous avons reçue avec beaucoup de plaisir et en toute cordialité. Bien plus elles sont injustes.

Quand il dénonce par exemple, p. 61, par. 2., notre "considerable ignorance of the principles of parliamentary procedure," il omet de dire qu'en prenant la parole impromptu en anglais, sans s'assurer par avance le concours d'un interprète, comme le prévoyait expressément le règlement du Congrès, il obligeait le Président, qui ne s'y attendait pas et dont ce n'était pas le rôle, à improviser une traduction, sans avoir sous les yeux le texte sténographié de l'intervention assez confuse de M. Morgan. Dans ces conditions, il n'est pas étonnant que la traduction n'ait pas rendu fidèlement toutes les nuances de la pensée de l'orateur. Quant à l'assertion que le Président "felt impelled to assure his hearers that he took no stock in what Prof. Morgan said" j'ai le regret d'y opposer un démenti formel. Aucun des collègues que j'ai consultés ne se souvient d'avoir entendu une expression semblable et il suffira du reste de vous reporter au Compte-rendu général, publié par les Presses Universitaires de France, 49 Boulevard Saint-Michel,

Paris, pages 450, 452-453, que je vous fais envoyer, pour comprend l'erreur commise par M. Morgan.

En ce qui nous concerne, je puis vous assurer que nous ne garderons aucun ressentiment de ce petit incident, quoique nous le regrettons profondément. Nous sommes persuadés que nos collègues américains, dans l'ensemble, ne se laisseront pas influencer par les jugements sans indulgence de leur délégué et qu'ils ne refuseront pas de collaborer à la grande œuvre de coopération internationale à laquelle nous les convions encore une fois très cordialement.

C'est dans cet espoir, Monsieur le Président et cher Collègue, que je vous prie de croire à mes sentiments confraternellement dévoués.

Le Président,
PROF. GEORGES ROGER

P.S. Je vous serais très obligé s'il vous était possible de publier cette mise au point dans un des prochains numéros du *Modern Language Journal* et d'en donner lecture à votre Executive Committee.

Association des Professeurs de Langues Vivantes, de l'Enseignement Public, Bureau Central, Le Président.

OPEN LETTER TO M. ROGER

My dear M. Roger:

I regret very much that my remarks on the Paris meeting have hurt the feelings of our French colleagues, and beg to assure you that such was not my intention, and that I am far from feeling the hostility which my words seem to you to indicate.

The incompleteness of my report, at which you express surprise, I attempted to account for on the ground that it was unnecessary to duplicate the official record. If in the brief statement which I actually drew up I stressed some negative aspects of the convention, it was with the idea that I could thus be of some assistance to the directors of future meetings of your association. Need I say that I could easily have expressed nothing but praise of the congress, of the devoted labors of yourself and your associates of the realization of your plans, the success of your endeavors?

As to the incident on Friday, my account of which you dispute, I cheerfully accept your version as the official one; I must merely say in self-defense that your *viva voce* reproduction of my remarks, made, I admit, under difficulties which I do not wish to minimize, was interpreted by several persons sitting near me in the sense of my report. Let me insist, however, that this did not vex me, and I cited it only as an instance of a certain lack of experience—which again does not seem to me a severe criticism.

Finally, my support of the new organization, and of American adherence to it, as to which you evince some anxiety, is clearly voiced in my report, as also in the suggestion for the creation of as-

sociate members which M. Dondo presented at my request. I shall take pleasure in defending this point of view when my colleagues meet to deliberate on the question of American membership in the new international federation.

Very sincerely yours,
BAYORD Q. MORGAN

University of Wisconsin

PARIS, le 10-XI-31

Monsieur le Président de la National Federation of Modern Language Teachers.

L'Association des Professeurs de Langues vivantes de France me prie de vous informer que le compte-rendu général du 2^e Congrès International des Professeurs de Langues vivantes, qui s'est tenu à Paris du 31 Mars au 4 Avril 1931, vient de paraître. Ce volume, cartonné et illustré de trois photographies, comporte 548 pages et contient les rapports généraux et les débats. L'A.P.L.V. vous serait reconnaissante de le faire savoir à vos adhérents par la voie de votre bulletin, par exemple. Adresser les commandes directement aux "Presses Universitaires de France" 49 Boulevard Saint-Michel, Paris V^e, en y joignant un mandat de 30 frs par volume (franco). Le tirage est limité à 1200 ex.

Je vous prie d'agréer, Monsieur et Cher Collègue, l'expression de mes sentiments très dévoués.

Le Secrétaire-général
(signed)
MAURICE ROY

*62 Rue de la Marne
Sceaux (Seine)*

Association Des Professeurs De Langues Vivantes De L'Enseignement Public, Bureau Central, Le Secrétaire Général.

To the Editor of the Modern Language Journal:

Your article on "What makes a language hard?" is very interesting, and suggests the wisdom of capitalizing the peculiarities of other languages in making them "stick."

For instance, I am fond of telling pupils that France is a queer country, for you can't drop anything there—you must let it fall, it never gets to be twelve o'clock, you can't enter even a prison, much less a church or a schoolhouse, all the roosters sing, and every band is musique. All the nuts are feminine; and, as for pronunciation, every woman is a freak, but so, too, is every gentleman!

In German it is easy to believe that cheese is first class strong and that a fool is weak; but who would expect a gentleman to be weak, or a policeman or a bear or an elephant or a lion, while a mouse is strong? It is flattering for the German to consider an Eng-

lishman and an American strong, and perhaps natural for him to class a Frenchman as weak, but, after all, a German is mixed.

I might go on, but I fear to have evil at the head.

FREDERICK E. HAWKINS

*Gilbert Stuart Junior High School.
Providence, Rhode Island.*

UNTER DEM SCHNEE

Wieviel schläft unter dem Schnee!
Das Korn im Felde, so weich bedeckt,
viel tausend Knospen, so tief versteckt,
bis all die schlafenden Augen weckt
der Lerche Lied aus der Höh'.

Wieviel schläft unter dem Schnee,
was neu erblühen wird zart und hold,
wenn neu sein Banner der Lenz entrollt
des Veilchens Blau und der Primel Gold
und Rosen in Fern' und Näh'.

Wieviel schläft unter dem Schnee,
was hingebettet ist matt und müd,
was nicht erwacht, wenn das Veilchen blüht,
und nicht wird hören der Lerche Lied,
geborgen vor Leid und Weh.
Wieviel schläft unter dem Schnee!

JOHANNES TROJAN

Notes, News and Clippings

IN THE NOVEMBER-DECEMBER, 1931, ISSUE OF *Les Langues Modernes*, we find an interesting article by J. Chevaillier, "Discours prononcé à la distribution des prix du concours général" in which he pleads "for French humanities, for cultural studies based on French alone, for a study of the maternal language and literature freed from the guardianship of the ancient humanities."*

His first reason is because he would spare the pupil "the purely mechanical and sterile exercises which in classical studies devour hours and days." He would not agree without argument that the child thereby strengthens or refines his intelligence nor that he perfects anything else than a set of cogwheels in learning his declensions and his conjugations. He would admit that Latin is a means of culture when the pupil has arrived at the point where he can use Latin as a means of comprehension; he adds, however, "But how much time is wasted before he gets that far!" He quotes then from Montaigne and du Bellay to show that they both agreed with him in this point of view.

His second point is that in reading French the pupil can immediately grasp the sense of the passage, the point of the argument —without first having to make sure of what it is all about, as when he endeavors to get the sense of a Latin passage. The author says he is familiar with the argument that people can read French superficially without understanding what they are reading, but he wonders whether a botched translation is not likely to get pupils into the habit of writing absurdities without even being conscious of it. He is of the opinion that the latter is worse than the former. To be sure the teacher will correct the mistakes, but the author maintains that the evil is already done in that the pupil hasn't perceived that he was creating sentences devoid of sense.

Furthermore, we know so little of the circumstances under which the classical masterpieces were written, there is so much conjecture with regard to them, while on the other hand we know so much more about the writings and the lives of our French authors. Here he quotes Sainte-Beuve who complains of the paucity of sources of information which alone would permit a real acquaintance with the writers of antiquity. For the French authors we have on the contrary an abundance of sources. Why not take advantages of the opportunities offered there?

One other objection must be met, namely, the argument that to understand fully the great French writers we must understand the

* Je viens plaider pour des Humanités françaises, pour un enseignement de culture fondé sur le français seul, pour une étude de la langue maternelle et de la littérature nationale affranchie de la tutelle des Humanités anciennes.

ancient classic authors who served as their models. The author maintains that this can be argued only for the French authors of the seventeenth century, if indeed anywhere. He reminds us, however, that the French "classic" authors of the seventeenth century decried any term of expression which smacked of the Latin, that the French Academy chose unanimously as its first perpetual secretary a man who knew no Latin and yet who passed as an infallible expert in French diction, that French authors in their translations deliberately deviated from the Latin just as far as possible in vocabulary, construction, and term of expression. He asserts furthermore that the art of the French classics owes little to the art of the ancients. He maintains that Corneille and Racine were not mere imitators of antiquity—they learned from them, to be sure, but they were original. In short, he maintains that a study of French need have no connection with the classics and he pleads for just that.

Upon reading this article one asks oneself whether there is beginning in France a movement such as has taken place in Germany since the war whereby *Deutschkunde*, the study of German culture and civilization (literature, art, religion, politics, etc.), has taken on such importance in the curriculum of the modern German School. A glance at the new courses of study for the French *lycées** shows the headway that the study of modern languages has made at the expense of the classical languages in recent years.

IN THE NOVEMBER, 1931, NUMBER of the *French Review* we note (p. 161) a report of Professor West's talk at Chicago last March in which we read that Professor West stated that a pupil should not be permitted to read silently until he can read *aloud* fluently. If the proponents of the "reading method" in the United States agree with him on that point, we are sure that there will be few of the "modified direct methodists" who will feel that an understanding and an agreement between the two camps is far off. To teach a pupil to read *aloud fluently* requires a very considerable amount of oral work—more than the "readers" have given any hint of being willing to countenance.

THE *Modern Language Forum* FOR OCTOBER is at hand with the following contents: "Educational Guidance in the Foreign Languages," Walter V. Kaulfers; "Vocational Opportunities for Linguists," William Leonard Schwartz; "Some Phases of Modern Language Teaching in the Los Angeles Junior College," Arthur B. Forster; "Quarterly French Book-Letter," William Leonard Schwartz; "Quarterly German Book-Letter," Edmund K. Heller; "Quarterly Italian Book-Letter," Herbert H. Vaughan, "Quarterly Spanish Book-Letter," S. L. Millard Rosenberg.

* Cf. *La Quinzaine Universitaire* of June 1st, 1931. Cf. also pp. 728-731 of the December, 1931, *School Review*.

Mr. Kaulfers points out that foreign language departments have always been more concerned with finding students that would fit their courses than with finding courses that would fit their students. In the last thirty years a momentous change has occurred in the secondary schools but foreign language departments have not readjusted their offerings to suit changed educational needs and conditions. The solution to the problem of guidance lies in the adoption of a single objective for the beginning semester and achievement in this objective will determine grading and promotion. "It will then be possible to find some basis for grouping students scientifically into ability groups and for guiding them, if necessary, according to the limitations of their capacities—all of which is impossible in a polygenous system of diverse standards, methods, and instructional objectives."

Mr. Forster sets forth that the function of the junior college is to take care of the people who are between the artisan and professional classes. Two types of courses are offered at the Los Angeles Junior College: certificate courses for those high school graduates who are fully recommended for college work; semi-professional courses for those high school graduates who are not recommended for college work or whose college education must be limited to two years. Certificate courses are practically identical in subject-matter and in textbooks used with lower-division courses given at the University of California at Los Angeles. The author describes in detail the semi-professional courses, the aims of which are to enable the student (1) to understand simple spoken French, German, Italian, or Spanish; (2) to speak the language with a fair degree of fluency and accuracy; (3) to read with understanding simple prose and poetry in the foreign language. Mr. Forster tells us of a Foreign Language clubroom which has been established at the college. This room has been set aside specially for the five language clubs and contains foreign magazines, newspapers, books, and exhibits placed there at the students' disposal. This clubroom is the life of the foreign language department and creates a spirit of tolerance and good-will, friendship, co-operation, and sympathetic understanding of other nations.

Hispania FOR DECEMBER, 1931, is at hand with the following contents: "El Nuevo Figaro," J. H. Nunemaker; "Property Rights and Traditions Concerning Land in Modern Spanish Fiction and Plays," Ida Bohannon; "Revisión de Darío," Concha Meléndez; "Notes on the Accentuation of *aquel que*," H. H. Arnold; "The Measurement of Achievement in Spanish," G. B. Miner; "A Note on 'The Literature of Fernan González,'" Cony Sturgis; "A Curious Spanish-American Imprint," C. K. Jones.

In his article on "The Measurement of Achievement in Spanish," Mr. Miner describes an experiment in the measuring of

achievement in 53 different high school classes and 32 different college and university classes based upon results obtained in administering the Stanford Spanish Tests (Espinosa and Kelly). One of the interesting results seems to lie in the fact that the superiority of pupils who had had other languages before studying Spanish over those taking Spanish as a first language diminishes with startling rapidity after the first year as indicated by the following table of total scores.

	In first year Spanish	Second year	Third year	Fourth year
Pupils with no other language	65.2	103.4	116.8	126.8
Pupils with 2 years of French or Latin	85.7	111.1	119.2	130.3
Pupils with 3 years of French or Latin	100.9	116.5	124.6	140.2

The number of pupils having had three years of French or Latin before taking up Spanish is quite small, hence the results may not mean too much.

The author's conclusions are interesting: (1) the practice of considering one year of college study the equivalent of two years of high school work is valid;¹ (2) "the carry-over value for achievement in second-year college Spanish according to the results obtained for those students who have had two years of high-school Spanish is greater than for those who have had the first-year college work";² (higher scores by 11 per cent on the Grammar Test, 4 per cent on Vocabulary, and 4 per cent on Paragraph Meaning); (3) two-year course in high school is the most practical for "not enough more is learned each year after the second to justify the time spent"; there is little improvement in score on Grammar³ Test after the second-year high-school or first-year college work.

IN THE SEPTEMBER NUMBER OF *Italica* we find contents as follows: "Some Sicilian Place-Names," Herbert H. Vaughan; "Università e Istituti Superiori Italiani"; "Notes on Teaching Italian Pronunciation," H. D. Austin.

THE DECEMBER NUMBER OF *Italica* is at hand with the following contents: "The Ottocento," (Syllabi of literary courses by centuries.) Rudolph Altrocchi; "An Early American Textbook," Hermann H. Thornton; "A Collection of Cinquecento Books," Walter L. Bullock; "Notices to Members"; "Recent Italian Books," John Van Horne; "Bibliography of Italian Studies in America," July-September, 1931, J. E. Shaw; News Notes; and Reviews.

¹ Of course the tests do not take into consideration the pupil's oral ability, Ed.

² Which may prove that the author's conclusion number one is not valid.

³ But is Grammar all there is to language?

Modern Languages Notes for January, 1932, is at hand with contents as follows: "Lope de Vega's 'Dozena Parte,'" C. E. Anibal; "Timoneda's (?) 'Aucto de la Quinta Angustia,'" J. E. Gillet; "The First English Translation of 'Werther,'" C. J. Hill; "The London Times' Account of Heinrich von Kleist's Death," J. C. Blankenagel; "The Cues in 'Aucassin et Nicolette,'" Grace Frank; "Soufflets et Coups de Poing dans la Comédie du XVII^e Siècle," M. Baudin; "A Corrected Reading of One of Voltaire's Notes on Rousseau's 'Emile,'" G. R. Havens; "'Hernani', iv, 2," D. O. Evans; "L'Événement" and "L'Expiation," E. M. Grant; "Flaubert et la Phrase Finale d' 'Une Vie,'" J. Canu; "A Note on the Technique of Anatole France," W. C. Holbrook; "Marlow's Rice 'With a Powder,'" H. Spencer.

IN THE DECEMBER NUMBER of the *Boletín de la Unión Panamericana* there is an illuminating and instructive article on the subject of education in Ecuador.

This country, although small as to extent of territory and number of inhabitants, is paying great attention to the problem of popular education. The ideas of Dewey, Decroly, Patri, Kerchensteiner, and others are being studied and applied wherever possible. Much attention is being given to the progressive type of school and they are planning a modern school for pedagogical research.

In the constitution of Ecuador there is a guarantee for freedom of education and instruction. Since primary education is obligatory and free, the number of primary schools has greatly increased. In the article there are tables showing the distribution of pupils and teachers throughout the country, also an excellent account of physical and manual training. Four universities with their schools are listed, as well as many societies of education such as: The National Academy of History of Languages and of Geography.

M. BLANCHE KELLY

Rochester, New York

THE NOVEMBER NUMBER of the *German Quarterly* carries an article by Arthur Burkhard on "German Dramas, Classic and Romantic." The author states that it is difficult to distinguish between the terms "classic" and "romantic" with regard to the drama. German literature never produced a single example of the purely classical type of drama. He then goes on to compare the characteristic dramas of the two representative German dramatists of the romantic period, Franz Grillparzer and Heinrich von Kleist, with Goethe's *Iphigenie*, the closest approach to the classic drama in Germany, in order to arrive at a series of differences in these three German artists who produced plays which are in part in the romantic and in part in the classic tradition.

The same number carries an article on the "Middlebury German School" by Helen Ott. This school is held in Bristol, Vermont,

which is twelve miles north of Middlebury, rather than at Middlebury. The student and faculty are housed in private homes. The faculty of the 1931 session included the following native teachers: Dr. Ernst Feise of Johns Hopkins, Director; Dr. Robert Röseler of Ohio State University; Dr. F. W. Kaufmann of Smith College; Dr. Werner Neuse of the University of Wisconsin; Professor Skillings of Middlebury German Department, Dean. Two German exchange students conducted the conversation classes.

This issue of the *German Quarterly* contains also a talk by John Whyte which had been given in February at Columbia University "On the Use of Phonograph Records in the Teaching of German Pronunciation." In this talk Mr. Whyte proves by the use of phonograph records that Germans ordinarily speak with more emotional stress than Americans. This had been pointed out in a previous talk by Mr. Whyte as one of the differences in the articulation and pronunciation of German and English which had been noted by his students in his reading of English and German. Mr. Whyte was moved to carry on his investigation by means of records because in the discussion which followed his first talk, one of the criticisms was that Mr. Whyte had endeavored to prove this point "by imitating a rather temperamental, emotional German on the one hand and a matter-of-fact Calvin-Coolidge type of American on the other hand."

The following are the differences in the articulation and pronunciation of German and English as pointed out by Mr. Whyte: (1) The basis of articulation is much farther to the front of the mouth in German than in English; (2) German vowels and diphthongs are shorter than corresponding English vowels and diphthongs; (3) German consonants are spoken with a great deal more breath, are cut off more abruptly (for the most part), and are more explosively propelled or expelled; (4) Initial vowels in German are more explosively expelled; (5) There is more effort to German speech than to English speech, *mehr Kraftaufwand*, more energy; (6) Accented syllables and words in German carry greater and more frequent stresses than accented syllables and words in English; (7) The greater dynamic stress of 5 and 6 results both in a general raising of the average pitch of the voice and in greater intervals of time between accented words and other accented words, and between accented words and unaccented words; (8) The German normally speaks with more emotion than the American, giving even to words and sentences uncharged with emotional content, a modicum of emotional intensity, and giving to words and sentences of a high degree of emotional content, a correspondingly greater stress than does the American; (9) The general impression of German speech on American ears is a certain explosiveness of sound, that results from the energetic enunciation of vowels and consonants and the emotional character which the German gives to his speech.

THE NOVEMBER ISSUE of *New York State Education* contains an article by Lawrence Vernon Simmons, Principal of Hamburg High School, on "Teaching High School Students to Study." The author has been experimenting with "How to Study" classes at Hamburg High School for the past three years. These classes consist of volunteer groups made up of tenth, eleventh, and twelfth year students, ranging in ability from slow to brilliant. The following is the method used in these classes: Pupils must be given a proper attitude toward study. Inquiry is made into the physical condition and the health habits of the student. An investigation is made of the physical surroundings of student at school and at home. In teaching concentration an attempt was made to get each student to form a *time-study-habit*. Under the instructor's supervision each student in the class made out a study schedule for home and for school. This schedule was tried and revised over a period of two weeks until it seemed to meet the needs of the individual student. Pupils are then taught how to memorize by the most scientific method, how to select important sentences in what they read, how to outline, and how to find and use reference books. Mr. Simmons states that as a result of the courses on "How to Study" they have come to the conclusion that next to a proper attitude toward study the most important thing is to stress constant drill in reading for comprehension. A teacher has been appointed at Hamburg High School to do part-time work in the "How to Study" field during the coming year.

THE FOLLOWING three items are clipped from the *Romanic Review* (Oct.-Dec., 1931).

THE UNIVERSITY OF MONTREAL, which was founded in 1920, is now erecting on Mount Royal a vast modernistic plant at a cost of \$10,000,000 to provide for its 700 teaching officers and 8,000 students. Besides the necessary classrooms, laboratories, etc., the "Faculty Building" will contain a library with stack room for 520,000 volumes, a university hospital of 480 beds, and an observatory tower rising 750 feet above the St. Lawrence River. For its academic model the University, like its sister universities, Laval and Ottawa, has turned to Paris. Most Canadian universities, like many American, follow the Oxford type, while three, McGill, Dalhousie and Queens, are patterned after Edinburgh. The University of Montreal is surrounded by a 200-acre park in which will be students' residences, a hockey arena, a stadium, two gymnasias, a swimming pool and a farm for animals used for experimentation. All the lectures will be delivered in French.

THE FRENCH SENATE stipulated recently that teachers of modern languages, history and philosophy must have a cultural foundation in the classics. In an article on "Les Langues Vivantes

et l'Éducation Secondaire" in the *Revue des Deux Mondes*, L. Blum upholds the study of the classics, and adds: "We give our children the dead languages to teach them to think, the living languages to teach them to talk." While, according to the *New York Times* of July 12, he is willing to admit one modern language into the curriculum, he disapproves of a second one, especially to replace a dead language. The "direct" method arouses his ire, for it "cultivates in young minds inexactitude, hit-or-miss methods, scorn of precise thinking or even of thinking at all." On the contrary, in studying the classics no time is lost in "exercises of pronunciation," or in the acquiring of "an enormous vocabulary to facilitate travel or relationships with foreigners." Latin and Greek are now pure "poetry, eloquence, history, morals, science, philosophy."

THE LANGUAGE DISPUTE continues to rage in various countries. As was indicated in the last issue of the *Romanic Review* (pp. 282-283) Germany is trying to solve the problem as to whether French or English should receive first place among the modern foreign languages taught in the secondary schools. In a long despatch to the *New York Times* of September 26, Hugh Jedell states that the factors helping English are the following: (1) That it is spoken by many more people than French and is of greater practical value; (2) A feeling of closer kinship with the English; (3) That Germans learn English more easily than French; (4) The post-war American invasion (especially of movies, autos, literature and efficiency methods) has added its impetus to the movement toward English. Those who favor French do so for the following reasons: (1) According to the Ministries of Education and Foreign Affairs, it would be an unfriendly act to a neighbor nation to relegate its language to an inferior place; (2) That French is much more difficult for the German schoolboy than English, and, hence, if he is to get any grounding in it at all he must be compelled to study it first; (3) Lastly, and most important of all, French must be defended as the outlying bulwark of the classics; once French is pushed into the background, Latin and Greek will go too. And so we have the peculiar situation of the German Philological Association and other teachers' societies supporting English, whereas government officials, Socialists who are seeking an understanding with France, and Centrists are upholding French. Now that the question has become enmeshed in politics, it is difficult to foresee the outcome. In Spain, provision was made in the new Constitution on October 22, by a vote of 143 to 67, rendering instruction in Castilian obligatory in all primary and secondary schools, but permitting autonomous regions to teach the regional language in addition to the official tongue. The Balearic Islands (Majorca, Minorca and Iviza) demand the right to teach Majorquese, a variant of Catalan, along with Spanish. In

the Philippines, the proposal of Vice-Governor George F. Butte that the teaching of English be discontinued in the primary schools and that native dialects be substituted, has evoked an unfavorable response, especially from politicians, who do not relish learning, along with the main dialect, Tagalog, the nine other important dialects spoken in the Islands. Mr. Butte, however, holds to his argument that "the language of instruction should be the language of the home." And with it all, the twenty-third International Esperanto Congress, with thirty-two nations represented, was held in Cracow, Poland, in August.

THE "Educational News and Editorial Comment" Department of *School Review* for December, 1931, contains an article by Charles H. Holzwarth calling attention to certain inaccurate statements in an article by Sidney B. Hall on "Differences in French and American Secondary Education" published in *School Review* of May, 1931. Dr. Holzwarth includes in his article tabulations, reprinted from the June first number of *La Quinzaine Universitaire*, showing the programs and hours for the following classes: Classe de Sixième, Classe de Cinquième, Classe de Quatrième, Classe de Troisième.

Mitteilungen des Deutschen Instituts für Ausländer, July 13, 1931, contains an article concerning the influence of German upon the present Russian language. Many examples are quoted of words being taken almost letter by letter into the Russian, impoverished so far as scientific terms are concerned. The article consists solely of examples.

In the same number appears a description of a typical German "Ausflug" in which a group of twenty-three students of sixteen different nationalities took part. The trip was through Sachsen and a portion of Tschechoslowakei, rich in history. The program was to enjoy oneself and study carefully everything seen. The leader, Dr. Beinhoff, states that the chief profit gained from the trip was an increased spirit of camaraderie and international sympathy. The American may well regret that he has not the opportunity to join with those of other nationalities in such *Wanderungen*.

Books Abroad, July, 1931, indicates the continuance of three very positive trends: first, a constantly increasing production of Spanish-American literature, and consequent interest in the South American continent. Manuel Ugarte writes in praise of the works of many Spanish-American women novelists, poets, etc., foremost among whom he places Gabriela Mistral. Second, the Russian writers still hold to the practical aspects of life in their literature, in their treatment of labor and industrial topics on one hand and sociologico-philosophical questions on the other. Third, in the field of language instruction, more and more books are being written with the prime object the teaching of all languages to beginners *via* the reading method, now called the direct reading method.

Listed in *Books Abroad* are the following, which deserve notice on the part of *Journal* readers:

Italian: *Rondini al liceo*, G. P. Giordana. Formiggini, Rome. 7.50 lire. Picture of Italian school life from the psychological viewpoint.

Spanish: *Resumen de historia de la literatura española*, N. A. Cortés. Colegio Santiago, Valladolid. To the end of the nineteenth century.

German: *Sprachphilosophie der Gegenwart*, G. Ipsen. Junker u. Dünnhaupt, Berlin. Valuable, particularly for bibliography; *Ewiges Österreich*, E. Rieger. Verlag Manz, Wien. Aesthetic Austria and the Austrian; *Studienrat Hancke*, K. Blitz. Gebrüder Enoch, Hamburg. Discussion of present-day educational problems.

French: *Dictionnaire des Épithètes et Qualificatifs*, E. D. Bar. Garnier, Paris. 22 francs. Student guide for production of exact speech and composition; *Histoire de la langue française*, A. Dauzat. Payot, Paris. 45 francs. Thoroughly modern and condensed survey of the entire field. Invaluable for reference; *Goethe et la France*, H. Loiseau. V. Attinger, Paris. 27 f. The influence of France on Goethe; *L'Œuvre de Victor Hugo*, M. Levaillant. Delagrave, Paris. Good text for elementary course in Hugo. Rather arbitrary selection; *L'Analyse Littéraire*, J. Rutche. Collège Saint-Alexandre, Iron-sides, Quebec. \$46. Student guide on "explication."

Texts: *Handbook of Everyday French*, J. H. Brown. Macmillan, N. Y. \$2.25; *Brief French Grammar*; Fraser, Squair, Carnahan. Heath, N. Y. Emphasis on verb and early reading work; *Free Composition in French*, Mills, E. C. & H. B. T. Nelson, N. Y. Well arranged. *Practice Leaves in Elementary French*, A. Roehm & M. Shane. Century, N. Y. forty-two drills and tests on elementary grammar; *Modern Spanish Reader*, Myatt, Garcia, Wickham. Heath, Boston. Secondary Reader. Interesting and instructive material based on Spanish-American atmosphere; *Brief German Grammar*, Heffner, R. S. Heath, Boston. Stresses early reading.

AS A RATHER DIRECT CONTRAST to the classics and masterpieces of literature, which so frequently form the major portion of the student's work in a language after the preliminary grammatical stages, we may bring to the attention of the aforesaid student various foreign language periodicals which use a less difficult, less ponderous and probably more practical vocabulary. However much we may hope the average language learner will go on to read the classics in the original form, there are many who will not do so, many who may find profitable just such material as is found in "La Chronique du Cercle Jusserand" and "Le Français." The former, published by the College of the City of New York, may be obtained at \$.10 per monthly copy. Chief among the usual contents are: Sketches of famous characters in literature, short stories, arti-

cles on adventure, philosophy, the stage, art, literature, etc., great men of past and present, jokes, poetry and college notes. Although practical, the vocabulary is somewhat difficult for the high school student, for whom, probably, the pamphlet is not intended. "Le Français," published monthly in New York by Harold Syms at \$1.15 per copy (club rates less) contains, in addition to the above-mentioned articles, vocabulary notes to help the reader over difficult idioms and slang, many good photographs, an index, fables, book reviews, descriptions of French colonies and important cities of France. The vocabulary is more suited to advanced high school age. Questions and sentences for translation are appended. Both the above magazines will keep the American student more in touch with present-day France than any one printed in English could possibly do.

H. BAGG

THE NATIONAL GEOGRAPHIC SOCIETY publishes weekly a *Geographic News Bulletin* which is sure to be of interest to teachers of modern languages who are on the lookout for realia material. For instance, the *Bulletin* of November 16, 1931 (Vol. x, No. 19) contains an article entitled "France Now has the Second Largest Colonial Empire." The subscription price for the school year (30 bulletins) is twenty-five cents.

THE 1931 PRIX GONCOURT was awarded by the Goncourt Academy at a luncheon in Paris on December 7 to Jean Fayard for his novel *Mal d'Amour*. The prize totaled 5,000 francs (\$196). Twenty authors and books were considered by the academy before the award was made. The Goncourt prize was created in 1896 after the death of the French novelist Edmond de Goncourt, who left a trust fund sufficient to make the academy self-sustaining, to pay for the annual banquet, and to reward the outstanding imaginative prose novel of each year.

THE STERLING FELLOWSHIPS FOR RESEARCH IN THE HUMANISTIC STUDIES AND THE NATURAL SCIENCES are open to graduates of Yale University, other approved universities and colleges in the United States and foreign countries, to both men and women, whether graduate students or instructors or professors on leave of absence, who desire to carry on studies and investigations under the direction of the Faculty of the Graduate School at Yale University or in affiliation with that body. These fellowships are awarded primarily to persons having a Ph. D. degree and in some instances to students who desire to complete their work for the Ph.D. degree. These students must, however, be far advanced in their work toward the degree and be able to devote all of their time to investigation. Recipients of these fellowships are not to engage in teaching during the tenure of appointment. The stipends of the

fellowships range from \$1,000 to \$2,500 or more. Applications for these fellowships must be submitted by March 1 to the Dean of the Graduate School of Yale University, New Haven, Connecticut, on blanks which may be obtained from him. These blanks should be accompanied by: An official transcript of the applicant's academic record; reprints of scientific publications by the applicant; letters of recommendation; a statement of the particular problem to be investigated; a recent photograph of the applicant.

THE EIGHTH ANNUAL JUNIOR-HIGH-SCHOOL CONFERENCE will be held at New York University on March 18-19, 1932. The central theme of this conference will be: "Improving Junior High School Instruction." Two general sessions coming Friday evening and Saturday morning will be followed by some thirty round tables related to the central topic.

THE ILLINOIS MODERN LANGUAGE ASSOCIATION convened for its annual meeting in conjunction with the Illinois State High School Conference at the University of Illinois on November 20, 1931. In the first paper of the morning program, "Language Club Suggestions," Miss Lois D. Walker, Oak Park High School, gave an extensive and very helpful list of devices. Mr. T. J. McCormack, Superintendent of Schools, LaSalle, in a paper entitled, "Some Reflections on the Learning of Languages," gave an administrator's point of view of foreign languages as part of the high school curriculum. The third paper was given by Professor R. E. Monroe, director of elementary courses in Romance Languages, Ohio State University, who discussed "The Teaching of Elementary Courses in Romance Languages," laying stress upon the great importance of the aural-oral approach, and illustrating his points with material produced in the beginning classes of his department. As usual a portion of the time was devoted to an examination of texts and materials included in the annual modern language exhibit sponsored by the French department of the University High School of Urbana. A special feature, this year, was a complete puppet show, stage scenery, lights, dolls, etc., entirely constructed by a student in the University High School.

At the luncheon some fifty teachers gathered to hear talks in a lighter vein rendered in several foreign languages as follows: French, Professor Régis Michaud; Italian, Miss Angelina Pietrangeli; Spanish, Mr. Luis Aviles; German, Mr. Rudolph Voigt.

The afternoon session opened with a fine list of suggestions for "The Teaching of Vocabulary and Idioms," by Miss Beulah Swigart of Champaign High School. Professor Laura B. Johnson of the University of Wisconsin, who directs the French and the practice teaching in French in the University of Wisconsin High School, gave an inspiring talk on "Methods of Motivation," in which she

stressed the teacher's duty to build character and the way in which good teaching, through psychological appeal and intelligent motivation, will contribute to such an aim. Considerable discussion followed, giving the group an opportunity to hear something of the part that contracts can play, in teaching, and just what characterizes the different levels. Professor A. W. Aron, Head of the German Department of University of Illinois, gave a thoroughly enjoyable talk and demonstration on "Puppets for the Language Club," making the puppet heads of potatoes, and, with the assistance of members of the German staff, giving several scenes in German. The simplicity and effectiveness of the materials and performance were exceedingly interesting. Professor J. Van Horne, of the Romance Language Department of the University of Illinois, gave a very pleasing illustrated lecture on "Travel in Southern Lands," telling of some of the regions and towns visited during his recent summer trip.

As officers of the I. M. L. A. for 1932 the following were chosen: President, Miss Lois D. Walker, Oak Park High School; Vice-President, Professor R. O. Busey, Illinois College, Jacksonville; Secretary, Marion Kelly, West Frankfort High School; Treasurer, Miss Pauline Changnon, University High School of Urbana. The eighth member of the executive council is Professor Helen Machan, Blackburn College, Carlinville. The 1932 program committee includes: C. C. Gullette, Mrs. Ida Kubitz, Danville High School; Sister Juan Portuando, Springfield Junior College.

CAMERON C. GULLETTE
Chairman of Program
Committee

University of Illinois

THE ASSOCIATION OF MODERN LANGUAGE TEACHERS OF THE MIDDLE STATES AND MARYLAND held its regular annual meeting in conjunction with the Association of Colleges and Secondary Schools of the Middle States and Maryland at Haddon Hall, Atlantic City, New Jersey on November 28, with the President, Miss Mabel E. Judge of the Tower Hill School presiding. The following program was offered: "Sectioning Classes in French on the Basis of Achievement Tests," Professors Eunice R. Goddard and Louise Seibert, Goucher College; "The Foreign Study Plan," Professor Edwin C. Byam, University of Delaware; "Texts and Their Critics," Professor Robert B. Roulston, Johns Hopkins University; "Round Table Discussion on the Coleman Report" lead by Professor Louis A. Roux, Newark Academy.

The following resolution was adopted: "Be it resolved that we, the members of the Association of Modern Language Teachers of the Middle States and Maryland, express to Professor J. P. W. Crawford of the University of Pennsylvania, our sincere regrets at

his recent illness and extend to him our best wishes with the hope that he may soon be entirely recovered".

Suggestion was again made that efforts be made to have our next meeting at the usual time, i.e., the Saturday following Thanksgiving, in conjunction with the New Jersey Association.

The officers for the present year are as follows: President, Professor Robert B. Roulston, Johns Hopkins University; Vice-Presidents, Miss Hazel Keith, Overbrook High School, Philadelphia, Pennsylvania; Professor Louis A. Roux, Newark Academy, Newark, New Jersey; Professor Edwin C. Byam, University of Delaware, Newark, Delaware; Secretary-Treasurer Professor Merle I. Protzman, George Washington University, Washington, D.C.

Personalia

Changes at Missouri University: Mr. Philipp Palmer transferred to Cincinnati University as Assistant Professor of German, Mr. Karl J. Arndt transferred to The Johns Hopkins University as Fellow in the Department of German, Mr. J. Schumann transferred from Columbia Teachers College to Missouri University as Assistant Professor of German.

University of Notre Dame: Dr. Paul J. Menge comes in from Marshall College as Professor of Modern Languages.

Reviews

Report of the Commission Appointed by the College Entrance Examination Board to Revise the Definition of the Requirements in French, German, Italian, Spanish.

It was Michael West in his *Language in Education* who said: "Education is a web of Penelope: reformers do up and examiners undo." He went on to urge that in the revision of a curriculum examinations be given first consideration.

It is perhaps inevitable that a system that may be praised for its stability should also be cursed for its inertia. Certain it is that the College Entrance Examination has exerted a force operating toward welding together many conflicting points of view and it may be well that the conservatism of the board has resisted the revising efforts of many temporary and unproved movements.

The examinations in modern foreign languages have been criticized in print¹ and revision was urged in the reports of the Modern Foreign Language Study. The work of Henmon and Wood on the reliability and validity of different examination techniques together with the evidence from the Selected Teacher Questionnaire and the results of nation-wide administration of standardized objective tests have directed a different point of view on standards of attainment and choice of objectives. This new view has brought pressure to bear for a revision of the examination techniques and the required work of the C. E. E. B. to reflect "the best contemporary educational practice."

On April 2, 1930, a Preliminary Committee of five recommended: "(1) That a revision of the requirements in the modern languages is needed in order to bring them into line with the present position of the modern languages in the school curriculum, and the present attitude toward the objectives and methods of modern language instruction; (2) That such a revision should include also a study of the content and form of the examinations now set by the Board in these languages with a view to a closer adjustment to contemporary educational practice".

The suggestion that a single examination be set for all levels has been accepted only in part. Recognizing the standardizing values of such an examination but fearing its mechanical nature, the present commission is suggesting a combination examination, retaining the old system of translations set separately for each level, and recommending a single examination (standardized in advance for

¹ One of the most recent: "Concerning the College Board Examinations in Modern Languages" by Chapin Brinsmade, Hopkins Grammar School, New Haven, Conn. (*Modern Language Journal*, Nov., Dec., 1928).

tentative norms in terms of percentile ranks) for those skills which lend themselves more readily to objective techniques. Both parts of the examination transmuted into terms of the percentile ranks of student performances would be combined to determine the standing of candidates. It is expected that the results of this combination will be studied, and that any further change will depend on the reliability of each part. Nothing has been done about audition tests, but recent encouraging research in that field may bring about the incorporation of such tests in future revisions.

One of the most interesting changes is that proposed in the "work to be done." Careful comparison will show the extent that the committee, in its words, "has been guided by the important recent *Publications of the American and Canadian Committees on Modern Languages*." The required work of the first two units is essentially that recommended by the "Study" in the objectives and the fourteen desirable student experiences of the Coleman report.² In this connection the new syllabus of the New York City Schools³ is in close accord with the requirements proposed by the College Entrance Examination Board. As is proper, the amount of work of each phase, the relative value of the various skills and the immediate classroom practices to achieve them are left largely to the decision of school systems. There is little doubt that this revision augurs well for a continuous effort to maintain close and harmonious connections among the educational philosophers and investigators who make curricula, the teachers and textbook-makers who put them into practice, and the test-makers and certifying bodies who set standards of achievement.

The new requirements are printed below:

FIRST AND SECOND YEAR

Two Units

THE WORK TO BE DONE

1. Development of the ability to read with understanding simple prose with a basic recognition vocabulary of approximately 2,000 to 3,000 words in their normal uses and in idiomatic combinations.⁴

² Professor Coleman further clarified his recommendations in his article in the November, 1930, *Modern Language Journal*, "A New Approach to Practice in Reading a Modern Language." The basic reading vocabulary of the C. E. E. B. is even less than that proposed by Professor Coleman (p. 115): "No pupil should be considered as having passed on two years' work unless he can read with understanding a narrative text with a basic vocabulary range of 4,000 to 5,000 (*an estimate*) words."

³ Published in part in the February, 1931, *French Review*. Director L. A. Wilkins explains the factors affecting the new syllabus in his article, "A New Era in Language Teaching," *Bulletin of High Points*, September, 1931.

⁴ Cf. such publications as Vander Beke, *French Word Book*; Cheydleur,

2. Development of the ability to pronounce intelligibly.
3. Development of the ability to understand and use the language orally within the limits of the pupil's classroom experience.
4. Development of the ability to write the language within the limits of the pupil's active vocabulary.

SUGGESTED MEANS OF PREPARATION

1. Intensive study of brief reading assignments, in order to understand each word and expression, to organize grammatical knowledge, and to build up an active vocabulary.
2. Practice in reading silently for comprehension, in order to develop the ability to understand paragraphs and longer passages without translation into English.
3. Careful drill in pronunciation; practice in reading the foreign text aloud.
4. Practice in hearing the foreign language read and spoken by the teacher in order to improve the pronunciation of the pupils and to develop aural understanding.
5. Practice in writing from dictation simple sentences and paragraphs based upon material familiar to the pupil.
6. Oral and written exercises in the foreign language based upon material familiar to the pupil.
7. Orderly study of the essentials of grammar viewed primarily from the functional standpoint.
8. Memorizing of simple verse and prose selections. (In the third and fourth years the above abilities are to be further developed.)

DESCRIPTION OF THE EXAMINATION

Questions may be set on such subjects as the following: vocabulary; idioms; functional grammar; a series of graded passages for testing comprehension; free composition; translation from the foreign language into English; translation from English into the foreign language.

Some of the questions may be arranged for candidates at the two-year, three-year, and four-year levels respectively.

Other questions as for example those on vocabulary, idioms, functional grammar, passages for comprehension, may be set for all candidates without specific reference to the number of years the language has been studied. These items would be graded in difficulty, and each candidate would be expected to answer as many questions as possible.

Respectfully submitted,

HORATIO SMITH (Chairman), E. W. BAGSTER-COLLINS, ALGERNON COLEMAN, JAMES P. W. CRAWFORD, MAY G. CUSHING,

French Idiom List; Morgan, *German Frequency Word Book*; Hauch, *German Idiom List*; Buchanan, *A Graded Spanish Word Book*; Keniston, *Spanish Idiom List* (Pub. Am. Can. Com. on Mod. Lang.) All these books are issued by Macmillan except the *Spanish Word Book* (Univ. of Toronto Press).

HENRY M. FISKE, CARL F. SCHREIBER, GERTRUDE R. SHAW,
DONALD CLIVE STUART, THOMAS F. TAYLOR, GEORGE BENSON
WESTON.

JAMES B. THARP

Ohio State University

Bibliographies of Hispanic-American Literature of the Harvard Council on Hispano-American Studies.

To see a commendable project carried to the point of realization is always gratifying. This platitude is justified in the present reviewer's mind in considering the series of bibliographies of such distinct interest and usefulness to all who are interested in or have to do with Hispanic-American literature.

The Harvard Council on Hispano-American studies under the distinguished direction of Dr. J. D. M. Ford is composed of the following well-known scholars: A. F. Whittem, G. Rivera, S. M. Waxman, A. Coester, H. G. Doyle, S. E. Leavitt, and A. Torres-Rioseco. Organized but a few years ago, it undertook, as one of its objectives, the preparation of a series of tentative but comprehensive bibliographies covering the belles-lettres of all the Hispanic-American republics. Setting to work with praiseworthy promptness and industry, the results of its labors are already concretely represented by *A tentative bibliography of Brazilian belles-lettres* by J. D. M. Ford, A. F. Whittem, and M. I. Raphael (vi, 201 pp.); *A tentative bibliography of the belles-lettres of Porto Rico* by G. Rivera (viii, 61 pp.); *A bibliography of the belles-lettres of Santo Domingo* by S. M. Waxman (x, 31 pp.); *A tentative bibliography of the belles-lettres of Uruguay* by A. Coester (viii, 22 pp.). These sections, all published in 1931, are sufficient to permit the evaluation of the completed project.

It seems no exaggeration to say that this notable accomplishment possesses a far wider significance than that of the preparation of an additional and useful tool to the equipment of the bibliographer. It marks, definitely and convincingly, a changing orientation in our approach to our southern Latin neighbors. It indicates, in the most unequivocal fashion, the growing interest in Hispanic-American culture as expressed in its literature. In this sense these bibliographies constitute a significant contribution to a better understanding between the complementary civilizations of the two Americas. They effectually dispel the mistaken idea that Hispanic-America has no literature. And it is the present reviewer's settled conviction that a fair acquaintance with the material covered in these lists will carry with it full compensation and as a necessary product a fine appreciation of, and respect for the cultural and artistic values of a civilization differing in so many respects from our own.

Space is wanting for a detailed discussion of the individual sections. Criticism of omissions is forestalled by the statement regarding the tentative nature of the work. However, in the reviewer's opinion, omissions are few—astonishingly few. There are certain minor variations in arrangement, form and style, notably in the section on Porto Rico, in which the material is exhibited in the form of an alphabetical classed catalogue without a general alphabetical author list. This furthermore includes a division of historical works and a special bibliography of Hostos. The list of periodicals found in most sections is a feature of value. Authors' dates are given in many cases but omitted in others where they might, apparently, have been supplied.

Some typographical errors are noted, especially in regard to accents: Luis, Ulises, Victor, Estéban, Hector, etc.

Of the sections published, that relating to Brazil is probably the most important in extent and in bibliographical and biographical data. It is an impressive proof of the richness and variety of the literature of Portuguese America. The compilers have included in this list works announced as in press or to be published and also those known only in manuscript. These are indicated by appropriate symbols. The sections on Porto Rico and Santo Domingo possess an obvious special interest, and that on Uruguay is of great intrinsic importance to students of the contemporary literature. Of even greater usefulness will be the sections as yet unpublished, especially those covering Argentina, Mexico, and Cuba.

In conclusion, the Council is to be congratulated on its accomplishment of a useful and significant work. It deserves and will undoubtedly receive the gratitude of every student of the life and culture of Hispanic America. The stimulus to the study of Hispanic-American culture that must result from this notable contribution justifies the reviewer in expressing the hope that it may lead to the re-establishment of *Inter-America* or a review of similar character devoted to the field of cultural relations.

CECIL KNIGHT JONES

Library of Congress

C. M. PURIN. *A Standard Vocabulary of 2000 Words and Idioms* (German). Selected from frequency counts and illustrated in typical sentences. The University of Chicago Press. August, 1931. Pp. xvi, 195 \$1.25.

To meet the unquestionable need for a book, which will enable the student to secure a vocabulary of the most common and thus, most useful words of the German language, Professor Purin has published an excellent book in a very practical form. The fact of such a need is best illustrated in the author's Preface by the statement: "twenty most widely used German grammars and begin-

ner's books have only 227 words in common."¹ This small number no doubt, speaks for itself. Furthermore, it forces us to the conclusion that also the texts of the second and third years do not help the student to acquire a standard vocabulary, owing to the different character of the reading matter. Many teachers wish to make up for the deficiencies of our schoolbooks by recommending extensive outside reading. This method is good, but takes a great deal of time which may not be at the disposal of the student. Moreover, the language teacher in both high school and college will never get away from a certain amount of drill.

Now Professor Purin has placed into the hands of students and teachers a tool which will enlarge most quickly the student's active vocabulary. Even teachers who do not believe in word-cramming will not violate their principles of teaching by using Professor Purin's book in the classroom, for the author has found a happy compromise.

The basic words are illustrated in sentences and idioms. This is obviously of great value, for the student need not memorize single disconnected words, a procedure he thoroughly dislikes, but he learns the meaning of the basic word in a sentence or an idiom. In addition to the basic words, for which the English meanings are given, nearly every word is supplemented by its most frequent derivatives, thus increasing the actual vocabulary to over 4,000 items.² The student therefore can familiarize himself with fundamental rules of word derivation. Furthermore, grammatical principles are included and well illustrated. Principal parts of nouns and verbs are given, and the student is always told when he should use *sein* with verbs.³ To be sure, the book is not intended to serve as dictionary, yet the alphabetical arrangement of the words offers a two-fold benefit. The student is enabled to look up quickly the essential grammatical function of a word and its idiomatic use, and the editors of school texts will find an excellent guide in Professor Purin's basic vocabulary.

To a number of words cognates have been added "to aid the retention of a word."⁴ This course is useful only where the relations are simple and clear. In the following examples the associations are too complicated for the student: *ewig*—"aeon (from Greek)"; *Frucht*—"from Latin"); *Fleiss*—"flite"; *Hose*—"hose"; *krank*—"crank"; *pflegen*—"play". On the other hand, the author has often not given cognates where they would have been helpful.

I have noted a few matters of detail. The translation of *die Wäsche* under *waschen* as "soiled linen" is incomplete. This will be

¹ Preface p. x.

² Preface p. xiii.

³ Only omission with the verb *spazieren*.

⁴ Preface p. xiii.

seen from the example: *Sie hat den ganzen Schrank voll Wäsche und Kleider.* Again the meaning "done" for German *gar* (*Das Fleisch ist gar*) should not be missing. The frequent meaning "to pass" for the word *passieren* is left out. More serious is the omission of the meaning "to, according to" for German *nach*; "after" is not enough.

A certain inconsistency must be noticed here and there. Of the seven prepositions, for example, which require the dative case, only with one (*aus*) is this important rule indicated, and only three (*mit, von, seit*) are pointed out as prepositions. Since the author gives *Amerika, Deutschland, Frankreich*, he ought to have added at least *England, der Engländer*. Likewise and the adverbs for the days of the week should accompany *morgens* and *abends*. As we find *hin und her* under *her*, we are surprised to find it omitted where it belongs in the first place, namely under *hin*.

The author has based the word material upon a dozen of the most widely used texts and has compared these words with several frequency lists. It is naturally a matter of personal choice which word should be taken and which one should be left out, and it is clear that the author had to disregard many individual wishes. Still, one misses the following derivatives, especially since these suggested words did not in most cases require a special line:⁵ *angeben—angeblich; drucken—der Druck, der Drucker; ganz—gänzlich; irren—der Irrtum; leben—lebendig; meist—meistens; neu—neulich, die Neuheit, die Neuigkeit; reich—reichlich.* Also the combinations *Nordosten, Südwesten*, etc., should have been mentioned.

I also would like to add the following list as basic words: *Ach, die Anzahl, allgemein, der Geruch, das Gewitter, grossartig, horchen, der Meter, das Vaterland, die Zigarette, die Zigarette.* With some restriction these can be considered as "every-day words." As far as their frequency range is concerned, they keep their place well with others in the vocabulary. On the other hand the following words could very well be discarded, namely *Kahn, Opfer, pflügen, Ritter.*

But these comments cannot weaken the value of the book in question. We have a happy collection of valuable material which is presented in a clear and comprehensive manner. The printing is a notable example of finest American typography.

C. RUDOLF GOEDSCHE

Northwestern University

ALEJANDRO PÉREZ LUGÍN, and MANUEL LINARES RIVAS. *La Casa de la Troya.* Edited with notes, exercises and vocabulary by Enriqueta Martín, Ph.D. and Margarita de Mayo, A.M., with a Critical Introduction by Federico de Onís. New York: D. C. Heath and Company, 1928 and 1930. xiv + 190 pp.

The edition contains: (1) a *prefacio* (1 p.) in which the editors

⁵ The basic word of the vocabulary is given first.

state the purpose of the text: "*el propósito es dar a conocer un aspecto de la vida estudiantil, tal como se nos presenta en una apartada región española, donde la tradición y la vida provinciana le imprimen su sello peculiar*"; (2) an introduction in Spanish (8 pp.) by Doctor F. de Onís, whose inimitable charm of expressing the noble and deep ideals of his own people, has endeared him to all his students and acquaintances. The introduction should be read by every one before he begins the play, in order that he may appreciate the local color and the brilliance of the setting. The University of Santiago de Compostela, founded in 1501, and one of Europe's first universities, retains even today much of its medievalism; it has always lived, and still lives, in harmony with the Church and these together have contributed to form and maintain the character of the city, a city very ecclesiastical, in whose spirit and character is eternalized the soul of the Middle Ages. *La Casa de la Troya* does not describe, except incidentally—and that is very interesting—the method of study and class lectures, but, rather, it gives a gay picture of student life outside the classroom, in the traditional house of Troy where students learn among some bad things, which they will probably forget later, many good things, which they will always remember: friendships, good humor, liberty, freedom of thought and expression, economic management, generosity, and the healthy love of life. Forty thousand copies of this book had been sold by 1915, and in this same year it received the Royal Academy's prize for the best novel of the year; (3) one hundred seven pages of text, the play being divided into four *capítulos*; (4) eighteen pages of concise notes; (5) *ejercicios prácticos* (10 pp.), the usual type composed of questions in Spanish on each act, idioms, sentences to be translated into Spanish and subjects for original compositions; (6) vocabulary (48 pp.).

A few omissions from the vocabulary have been noted: page 6, line 14, *sacudir*; page 7, line 11, *paisano*; page 10, line 13, *necesitar*; page 33, line 2, *sentimiento*; page 40, line 28, *bota*; page 59, line 18, *vergüencia*; page 65, line 5, *enfermar*; page 67, line 19, *monada*; page 98, line 3, *tío*; page 102, line 2, *animar*; page 106, line 31, *joven*. The following typographical errors were noted: page 36, stage directions, *Pandurino* for *Panduriño*; page 71, line 2, *se* for *si*; page 79, line 14, *entro* for *entre*; page 80, line 22, *Cermiña* for *Carmina*; page 106, line 26, *Como* for *Cómo*. For the most part the difficult passages—and unfortunately there are many—are explained in the notes; some others will puzzle the best of our intermediate students: page 39, line 17, (*Menos Samoeiro, ¿eh?*); page 31, line 21—*Tiro . . . ¿o qué?*; page 46, line 17, *¡Estas pavas te le corren como liebres!*; page 53, line 5—*¡A una! ¡A dos! ¡A tres!*.

The play form, as well as the novel *La Casa de la Troya* (reviewed by the present writer in the *Modern Language Journal*, Vol. xv, No. 2, November, 1930, q.v.) are delightful reading ma-

terial for Spanish classes of the last part of second year, or the beginning of third year work. Their spontaneity, their humor, their vividness; the merry stream of student laughter; the struggles to win—and keep—the hearts of the pretty Galician girls; the glittering rays of hope—and the threat of blackness—as the examination weeks draw near; the understanding old professor Don Servando—*/Viva don Servando!*; the nonsensical pranks of the well-beloved, but shiftless, Barcala; the poor, struggling, penniless medical student whose heart so close to breaking was cheered with the gift of a new medical case; the laughing breezes of old Galicia—can be enjoyed in either the drama or the novel. In the novel form, which was cut severely, of course, to make the text usable for intermediate classes, many of the love episodes are omitted, which the editor calls "a rather commonplace love story." A considerable part of the play is devoted to the love making, and the rejections, and the last act finds the hero and the heroine "living happily" in Galicia, and reviewing the joys and vicissitudes of student life.

"Razones de extensión," say the editors of the play, "nos han obligado a elegir la adaptación escénica en lugar de la novela, dándose así la feliz circunstancia de poder presentar juntamente con el genio de Pérez Lugín, el del gran dramaturgo Linares Rivas, que, profundo conocedor también del ambiente de Galicia, ha sabido trasladar la novela a la escena con verdadera maestría, resultando de dicha adaptación una de las comedias regionales más típicas que se han presentado en España."

A college class of second year Spanish who read first the novel form and then the drama express themselves in this way: "I like the novel better than the play. It explains more fully the incidents of college life . . ." "I prefer the drama because it is more unified and coherent, and the dialogue is easy to follow . . . Spanish students really do the same things that we do." "The choice of words and the descriptions in the novel are delightful . . ." "I received a much more definite idea of the plot of the story from the novel, but the local color and the compactness of the play are admirable . . ." "I should recommend them both; read the novel first, then the play." "I prefer the novel for it gives a clear and definite picture of the setting, the customs of Galicia and the characters." "The life of a Spanish student is depicted very realistically in both, but the humor and the local color are more striking in the drama . . ." "I liked the vivid picture of college life, the jokes and episodes in the lives of the students, and their patriotism and loyalty; these were described better in the play, but the difficulty of comprehension of many passages in the drama made me feel that the novel is better suited for our classes." "The characters in the novel are more realistic than in the play . . ." "The direct conversation of the play form makes us more familiar with Spanish student life."

May the reviewer add that she has had few more delightful ex-

periences in second-year work than the reading and comparing of these two little "gems" which contribute so worthily to the now ever increasing supply of, and demand for, contemporary Spanish texts?

AGNES M. BRADY

*Saint Mary-of-the-Woods College,
Indiana*

The Picture Map of France. New York: R. R. Bowker Company, 1929. \$2.50. University of Chicago Press.

This very artistic publication, designed by Harold Brown and printed in English, will prove unusually helpful to the teacher of French, who is in the habit of relating the study of the language to historical, literary, or aesthetic sides of French life and development.

The map is approximately 22×28 inches in size, having as a border a continuous design of Gothic and heraldic insets, alternated here and there with the French fleur-de-lys. At each side of the map, and in the border, are drawings, rather faithfully reproduced, of twelve edifices of outstanding historical importance for France. In the center of the map lies France, divided into the ancient provinces, and with certain historical notes made in small print under the names of various towns and cities. We notice here that the intention of the publishers is evidently to supply a map for a historical reference, not necessarily for the study of the French language. Contour and topography are not faithfully indicated, with the exception of rivers, the Alps, Jura, Black Forest, Pyrenees and a few other smaller ranges, but then, the purpose is not evidently geographical.

Considerable portions of the countries surrounding France are portrayed with some places of historical interest.

Insets of a street map of Paris (with important buildings sketched), Corsica, and a brief outline of the main events in the life of Jeanne d'Arc add interest to the map.

Of considerable value also, is a little folder accompanying each map, with a list of locations, alphabetically indexed, with notes under almost all of them concerning events of historical, architectural, or literary interest.

A. HAROLD BAGG

*Monroe High School,
Rochester, N. Y.*

Voltaire and the Enlightenment. Selections from Voltaire newly translated, with an introduction, by Norman L. Torrey. New York: F. S. Crofts & Co., 1931. 97 pp.

The fifty thick volumes of Voltaire deter and baffle even the boldest general reader. How shall he choose from so voluminous an

author, excellent and significant as he is? Voltaire himself complained of the zeal of his publishers in printing everything of his they could get hands on, saying with characteristic point: "On ne va point à la postérité avec un si gros bagage."¹ While it is true that in spite of this dictum some works of Voltaire do live in the reading of posterity, yet there is in his case particular reason why well-chosen selections from his writings should offer the general reader interesting and valuable material which he would otherwise miss.

Such is the aim of the above-mentioned little volume, which has an excellent introduction of twenty-five pages preparing the reader for the brief translations selected almost entirely from the generally less known, but very characteristic, later work of the Patriarch of Ferney. There is no attempt to follow chronology, the biography and the personality of Voltaire are intentionally passed over, and most of the shorter passages are taken from the *Dictionnaire philosophique*, being grouped under the three main heads of Social and Political Ideas, Philosophical Ideas, and Religious Ideas. Voltaire's advocacy of free-speech, good government, tolerance, his attacks upon fanaticism and superstition, are illustrated, and his characteristic irony and effective use of understatement frequently appear. The reader will gain from this little volume, certainly no comprehensive knowledge of Voltaire, but an introduction to some of his work which may whet his appetite for more. This doubtless is the chief aim of the editor.

On page 6 of the Introduction there is a reference to the "mildness" of Voltaire's *Lettres anglaises* or *Lettres philosophiques* and on page 8 to "their apparent mildness." The latter statement is the more accurate, but both are likely to mislead the uninformed reader. The statement on page 6 that Voltaire was a "man of the greatest moral and intellectual courage" deserves modification in the light of the subterfuges of trickery and deceit to which he frequently resorted, subterfuges which may certainly be condoned in the light of the conditions under which he fought, but hardly admired in such superlative terms. On page 31 it is stated that "Rousseau's answer [to Voltaire's witty letter of 1755 on inequality] was frank hatred." This is a slight error, since there was still cordial correspondence the following year between the two men over the *Poème sur le Désastre de Lisbonne* and it was not until 1760 that the gradually increasing coolness of the preceding years broke into open hostility. These are minor inaccuracies which should be noted, but which do not interfere with the general purpose of the book as a brief introduction of Voltaire to English or American readers.

Ohio State University

GEORGE R. HAVENS

¹ Voltaire, *Oeuvres complètes* (Moland, ed.), I, 387.

Nineteenth Century French Prose. Edited by Joseph S. Galland and Rogers Cros, New York: The Century Co. 1931. \$2.50.

Malgré leurs défauts bien connus, les Anthologies sont toujours utiles pour piquer et guider la curiosité de l'étudiant. Elles constituent un outil de grande valeur pour l'étude des styles. Leur multiplication récente prouve qu'elles correspondent à un véritable besoin. Leur danger c'est d'abord leur arbitraire, arbitraire du choix imposé par leur cadre même; c'est aussi le déracinement qu'elles font subir forcément aux écrivains. Des morceaux, si bien choisis qu'ils soient, ne seront jamais que des morceaux et des morceaux détachés de leur cadre, comme une exposition de fleurs coupées. Péril plus grave encore: *le cliché*, la page type qui, à force de servir et de passer d'un livre à l'autre, finit par perdre toute résonance.

Les auteurs du présent ouvrage se sont tirés avec honneur de leur tâche difficile. Leur cadre est vaste et clair, systématique sans être étouffant. L'appareil critique est sans pédantisme et laisse passer la lumière et l'air. Les notices sont brèves mais substantielles, les notes courtes mais suggestives. Les principaux états et étapes de la prose française de Rousseau à Pierre Loti sont bien représentés et marqués. On regrette, au terme de l'ouvrage, l'absence d'un écrivain tel que Maurice Barrès qui porta à son apogée et conclut, pour ainsi dire, l'art d'écrire français au XIX^e siècle.

Chateaubriand, rangé dans la section II, avec Mme de Staël, parmi les "théoriciens du romantisme," est-il bien là à sa place? Le titre de la section V, "Du Romantisme au Réalisme et au Naturalisme," n'exclut-il pas les auteurs (Flaubert, Les Goncourt, Zola) que la section comprend? "La Réaction contre le Naturalisme" (Section VI), représentée uniquement par Loti et Anatole France, l'est-elle suffisamment?

Le choix des morceaux est abondant et souvent excellent (Rousseau, Chateaubriand, Stendhal, Hugo), quelquefois moins heureux et moins neuf (Sand, Balzac, Flaubert), et n'aurait-on pas trouvé mieux ou plus complet pour représenter la prose de Lamartine, Musset, Taine, Renan?

Les jugements critiques qui suivent les notices sont la plupart du temps heureux, ça et là banals ("La personnalité de Rousseau se retrouve dans toutes ses œuvres," p. 2), parfois artificiels, touchant en particulier la classique et trop exclusive opposition du romantisme et du réalisme (notices sur Victor Hugo, Balzac et surtout Flaubert), ou la légendaire et bien fausse impossibilité de Mérimée ("l'impossibilité absolue de Mérimée," p. 322, après la publication récente de certains inédits!). Chateaubriand a-t-il été tant que cela un lanceur "d'idées nouvelles et de puissants courants d'opinion" (p. 46)? Cela a-t-il bien été le rôle de "l'Enchanteur"? Et a-t-il tant que cela enrichi la langue de "mots nouveaux" (p. 47)? Peut-on faire hommage aux Goncourt de "la simplicité

des constructions grammaticales" (p. 421) et, par contre, n'ont-ils emprunté que "quelques" comparaisons au vocabulaire des artistes (*ibid.*)? La "valeur scientifique" de *l'Histoire de France* de Michelet (p. 231) est-elle aussi grande que cela—and celle de Zola (p. 431) aussi petite?

Nos manuels sont pleins de définitions et de classifications arbitraires ou désuètes. Tout jugement qui n'est qu'une définition historique est incomplet, s'il ne se double d'un jugement de valeur aidant à l'appréciation et à l'appropriation de l'œuvre littéraire en tant que telle. La critique s'est rajeunie et renouvelée, depuis dix ou quinze ans en dehors de l'historicisme; il serait temps de tenir compte de ses explorations et découvertes dans l'enseignement.

Dans l'ensemble cette Anthologie marque un progrès sensible sur bien d'autres. Cet ouvrage bien fait, clair et sans surcharges, ne manquera pas de rendre les plus grands services aux maîtres et aux étudiants.

RÉGIS MICHAUD

University of Illinois

ALEXANDRE DUMAS, *Les Trois Mousquetaires*, Edited by Lilly Lindquist. xvi+407 pp., illustrated by Clarence Rowe and Léon D'Emo. American Book Company, 1931.

The present volume offers an abridged edition of Alexandre Dumas' *Les Trois Mousquetaires* in twenty-two chapters. Each chapter comprises from six to sixteen pages, making a total of 250 pages. Of course, the original text has been cut down a great deal for classroom use, but the continuity of the story is unbroken: for this the editor deserves commendation.

Notes placed not after the text where we naturally expect to see them, but between the exercises and the vocabulary, facilitate the reading. They are short, perhaps too short here and there. Why not explain once for all and briefly the use of the pluperfect subjunctive (*eût pris*, p. 1, line 11-12, etc.), particularly since this form occurs so often in the text.

Miss Lindquist's edition of *Les Trois Mousquetaires* contains a whole set of exercises (questionnaires, grammar drills, antonyms and synonyms, idiomatic expressions, themes, suggestions for free composition). These exercises (p. 253-302) are planned so as to cover the essentials of French grammar, to help the student to acquire an extensive vocabulary, and facility in expressing himself orally and in writing.

The vocabulary (pp. 303-307) bears out the editor's claim in her Preface: it is "as complete as possible"; I should add: and accurate.

This little volume deserves a warm welcome from teacher and student alike for it is attractive in form and very practical.

FRANCIS M. DU MONT

New York University

CHATEAUBRIAND, *Atala, or the Love and Constancy of two Savages in the Desert*. Translated from the French of F. A. Chateaubriand by Caleb Bingham. Boston, 1802.¹ Edited with introduction, notes, and a biographical sketch of Chateaubriand by William Leonard Schwartz of Stanford University. Stanford University Press, 1930. X+114 pp. Price, \$2.00.

This work is the first volume of the *Stanford Miscellany*, a new series published by Stanford University under the editorship of Margaret Bailey.

The main object of the collection is to provide for general readers and especially those who have a limited knowledge of European languages an opportunity to become acquainted with "the minor classics and the curiosities or rarities" of the seventeenth and eighteenth centuries. Roughly the period covered is from 1660 to 1830.

The Editor describes this period as one "in which reason and sentiment were consciously at odds, with what we call romanticism as a result."

The choice of a translation of *Atala* to inaugurate the series is a logical one since this work presents in small space a good example of the new genre. The edition of Caleb Bingham not only furnishes a valuable translation but is, in itself, a good example of early Americana. Caleb Bingham (1757-1817) was widely known in this country especially for his *American Preceptor* (1794,) and the *Columbian Orator* (1797) in which certain selections from the French appear.

Bingham does not give us a close or entirely accurate translation of *Atala*. In addition to making some errors in translation he takes many liberties with the text. He shortens long paragraphs and eliminates or denatures some of the passages in which erotic and physiological elements enter. The same treatment is accorded sections dealing with Catholic dogmas. Professor Schwartz has indicated some of these changes in his footnotes.

We are pleased to note in comparing Bingham's translation with the original that he has omitted or altered questionable passages such as the detailed description of the tortures inflicted on père Aubrey (p. 100) and lines similar to the following: (1) *ses larmes firent le bruit des grandes eaux, en tombant dans la fontaine* (p. 27), (2) *j'entrevois sa barbe et ses cheveux tout trempés d'eau et à moitié brûlés par la foudre* (p. 55), etc. He does retain, however, the phrase (p. 15), referring to the bison as "the bellowing river god" ("Le dieu mugissant du fleuve") which disappears from later editions.

It is noticeable that many of the changes made by Bingham

¹ This edition was printed by David Carlisle. A second edition was printed, also in Boston, in 1814, by Samuel F. Armstrong.

coincide with those made by Chateaubriand in the definite edition of 1805. The alterations made by Chateaubriand, between the time of the first edition and that of the 1805 edition are numerous.² With this fact in mind, we may question the wording of a sentence in the Introduction of the present edition (p. 7) in which reference is made to Chateaubriand's "slight revision" of the text in 1805.

The Introduction includes a sketch of Chateaubriand's life, and briefly discusses Caleb Bingham and the nature of his translation.

The editing of the work has been done with scholarly accuracy. Professor Schwartz has added a valuable feature by placing at the end of the text his translation of Chateaubriand's preface to the original edition. He also gives a page of Bibliographical Notes.

The edition is an attractive one. For frontispiece, the editor has chosen an artistic reproduction of "The Game of the Willow-Stick" taken from Lafitau's *Mœurs des sauvages* (1724). The printing in the book is clear and the entire mechanical make-up is excellent.

D. H. CARNAHAN

University of Illinois

SCHMIDT AND TISSÈDRE. *Classroom French*. Adapted by E. H. A. Robson. Cambridge. W. Heffer and Sons. 1931. 58 pages. 1 shilling.

The editor has adapted for use in English speaking schools the fourth German edition of this useful teachers' manual. The small volume contains thirty-two sections, consisting of questions and short phrases in French which the teacher may use in conducting his classes. Such matters as *traduction*, *dictée*, *punitions*, *absences*, *vacances*, *examens*, etc. are included. In footnotes helpful information in reference to the French educational system and linguistic matters is given. The brochure is attractively printed and bound and has been carefully edited. For teachers who desire to use spoken French in their classes this new, inexpensive manual should prove to be very valuable and enlightening.

GEO. B. WATTS

Davidson College

GIDUZ and HOLMES. *Sept Contes de la Vieille France*. D. C. Heath and Company. 1930. x+96 pages. 88 cents.

In preparing this new beginning reader the authors, hoping to appeal to the "budding romantic spirit" of the high school pupil, have chosen the *Lays of Marie de France* for their subject-matter. They have recast seven of these ancient tales, using a sim-

² In the preface to the 1805 edition, Chateaubriand speaks of these many alterations and says of the edition "C'est la seule 'Atala' que je reconnoirai à l'avenir."

ple, useful vocabulary of some 1200 words, of which all but about two hundred fall in the first two thousand of the Henmon word-list. A limited number of idioms and longer expressions, whose difficulties are explained in footnotes, occur. To simplify the material the first stories are told in the present tense, with the future and past indefinite in the later ones. In spite of the fact that the authors have used limited vocabulary and constructions they have succeeded well in preserving the mediaeval flavor of these fascinating stories of fair ladies and stout-hearted knights. Following each *conte* there are questions and exercises. The questions are suggestive rather than inclusive. The exercises are based directly on the text and are of several types: gender, conjugation, drawing of maps, translation, replacing of nouns by pronouns, etc. The French-English vocabulary is complete, even to the inclusion of inflected verb forms. The work has been carefully prepared, no errors of importance being noted. The pupil is made acquainted with Marie de France through a brief introductory chapter which tells of her life and deeds. The notes are not voluminous, but, because of the careful treatment of the subject-matter, they are quite adequate. Each tale has two charming illustrations done by Alice M. Beyer and the frontispiece is the well-known engraving of Marie presenting her *Lays* to Count William. The teacher who wishes a "reader for comprehension" and who has grown weary of the fairy tales and nursery stories usually found in elementary texts will do well to give consideration to this attractive volume.

GEO. B. WATTS

Davidson College